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This annual bulletin offers digests of research in intergroup relations during the period of September, 1964 to April, 1965. The reported studies are grouped under the rubrics of: (1) research in attitudes; (2) studies in the characteristics, structure, and position of ethnic, racial, religious, and national groups; (3) patterns of discrimination, segregation, desegregation, and "integration; and (4) civil rights. There are also chapters on education for the culturally disadvantaged, crime and delinquency, the radical right, and miscellaneous studies. One section is devoted to various action programs relevant to intergroup relations. (NH)

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Research Annual on Intergroup Relations–1965

Edited by Melvin M. Tumin

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Research Annual on Intergroup Relations—1965

A RESEARCH STUDY OF THE
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH

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Research Annual on Intergroup Relations—1965

PREPARED BY THE
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Committee on Desegregation and Integration,
Society for the Psychological Study of Social Issues,
Division 9 of the American Psychological Association
AND THE
Committee on Intergroup Relations,
Society for the Study of Social Problems,
Affiliated with the American Sociological Association

FOREWORD

Continuing an annual enterprise begun in 1958, this bulletin is designed to provide digests of research in the field of intergroup relations for the period September 1964 to April 1965. It includes recently completed, presently ongoing, and contemplated projects. The information on which the digests are based was secured from responses to questionnaires sent out to persons identified as possibly active in the field of intergroup relations. The bulk of the inquiries were sent to the members of the Society for the Study of Social Problems and the Society for the Psychological Study of Social Issues, as well as to university personnel, human relations organizations and concerned government agencies. This year, more than in previous years, inquiries were also sent to a sample of scholars from various foreign countries and their responses have been most gratifying.

Since the term "intergroup relations" is not *per se* clear in its limits, one must be arbitrary and selective in deciding what to include. Our decision was to confine the bulletin to reports of research on relations among groups that were *ethnic, racial, religious,* or *national* in character. As a corollary, we have generally excluded research about relations among groups defined by such other criteria as socio-economic class, or age, or degrees of mental retardation and normality, or political preferences, etc. There are, of course, exceptions to these general guides, but such exceptions almost always prove to be mixed cases, e.g., where both race *and* class define the groups. Other exceptions, minimal in number, involve cases in which the research was considered especially interesting and significant.

The reports received were, expectably, of varying fullness. Some respondents sent completely developed articles and monographs, while others simply noted the titles of their researches or a simple descriptive sentence or two. Except where otherwise indicated, we have followed the procedure of presenting first, in each section, the fully-reported studies and then those for which we had only titles or simple descriptions. These distinctions are marked in each section.

The reader will also find studies marked by single and double asterisks. The single asterisk denotes an ongoing study, while the double asterisk marks a study reported as "contemplated." Where there is no asterisk, the study was presumably completed at the time of reporting.

One further distinction must be made between "action research" and other forms of research. Almost all the action research programs will be found among those designated by a single asterisk as "ongoing." The decision to include such action projects in this year's digest was based on the fact that the tremendous increase of interest and funds available for work in the field of intergroup relations has expectably stimulated a great deal more action research than ever before. Accordingly, we felt it important to report at least an exemplary sample of such projects.

We are, naturally, grateful to all those who took the time and effort to respond to the questionnaire, and we express the hope that those whose responses were not included in this report will not find our principles of inclusion too awry.

Systematic classification of the many reports received proved a knotty and troublesome problem. The scheme we finally adopted is only one of many possible. The merits of each could be argued. It is also clear that many of the studies fall under several categorical headings. It was imperative, therefore, to decide what was the principal focus of interest and classify the report accordingly. The classification provides us with the table of contents. An alphabetical index, by author, is also provided at the end. All digests are numbered serially.

Two persons are primarily responsible for the bulletin this year. The first is Mr. Oscar Cohen, Director of the Program Division of the Anti-Defamation League, who saw to it that funds were available for the construction, mailing, and return of the questionnaires and for the costs of publication. This year, as in all previous years of the history of this bulletin, he was also the main source not only of indispensable funds, but of the energy, diligence, and intelligence required to get the effort into motion and bring it to termination.

The other person is Mrs. Cathy Stein Greenblat who has done all of the digests and compiled the index. In effect, this means she has done the bulk of the important work. It will be apparent to any reader that she has done an extraordinary job, especially in view of the fact that all of her work for the bulletin had to be done in such time as she could wrestle loose from a full-time program of doctoral studies at Teachers College, Columbia University.

Because of the excellence of the contributions of Mr. Cohen and Mrs. Greenblat, my role as editor has been mostly nominal. I have been pleased to stand by and watch the bulletin develop and come to completion as a result, primarily, of the efforts of these two people.

MELVIN M. TUMIN
Princeton University

TABLE OF CONTENTS

I. RESEARCH IN ATTITUDES 1

- A. PATTERNS OF BELIEF AND ATTITUDES 1
  —including group identifications, group preferences, and expressions of social distance
- B. SOURCES, CORRELATES, AND CONSEQUENCES OF INTERGROUP ATTITUDES 14
  —including differences between prejudiced and non-prejudiced groups
- C. METHODOLOGICAL CONSIDERATIONS IN ATTITUDE RESEARCH 29
- D. ATTITUDES TOWARD SEGREGATION AND DESEGREGATION 38
- E. RELATIONSHIP BETWEEN PREJUDICE AND DISCRIMINATION 41

II. STUDIES IN THE CHARACTERISTICS, STRUCTURE, AND POSITION OF ETHNIC, RACIAL, RELIGIOUS, AND NATIONAL GROUPS 43

- A. ETHNIC GROUPS 43
- B. RACIAL GROUPS 51
- C. RELIGIOUS GROUPS 58
- D. NATIONAL GROUPS 61
- E. MULTI-GROUP STUDIES 62

III. PATTERNS OF DISCRIMINATION, SEGREGATION, DESEGREGATION, AND INTEGRATION 66

- A. GENERAL, BY COUNTRY 66
  - a. Africa (general)
  - b. Australia
  - c. Canada
  - d. England
  - e. France
  - f. India

    g. Israel
    h. Nepal
    i. Japan
    j. Mexico
    k. Mozambique
    l. New Hebrides
    m. New Zealand
    n. Nigeria
    o. Sudan
    p. Sumatra
    q. Switzerland
    r. United States
    s. Multiple Cross-Cultural
  B. SPECIFIC, BY INSTITUTION 90
    a. Housing
    b. Employment
    c. Education
    d. Church and Religion
    e. Sex, Marriage, and Family
    f. Politics
    g. International Relations
    h. Police and Armed Forces

IV. CIVIL RIGHTS: ATTITUDES, LAWS, AGENCIES, AND ACTION PROGRAMS 121

V. EDUCATION FOR THE CULTURALLY DISADVANTAGED 133

VI. CRIME AND DELINQUENCY 138

VII. THE RADICAL RIGHT 140

VIII. MISCELLANEOUS STUDIES 142

IX. ACTION PROGRAMS RELEVANT TO INTERGROUP RELATIONS 144
  A. COMMUNITY RELATIONS 144
  B. CULTURALLY DISADVANTAGED CHILDREN 149
  C. SCHOOL DESEGREGATION 156
  D. CURRICULUM 158
  E. PREPARATION FOR TEACHING AND SCHOOL ADMINISTRATION 161
  F. GENERAL GROUP NEEDS 161
  G. CRIME AND DELINQUENCY 162
  H. INDUSTRY 163
  I. DIPLOMATIC SERVICE 163
  J. INTERNATIONAL RELATIONS 164

X. SUMMARY PAPERS 165

XI. LATE REPORTED STUDIES 166

XII. INDEX 171

Research Annual on Intergroup Relations—1965

I. RESEARCH IN ATTITUDES

A. PATTERNS OF BELIEF AND ATTITUDES

1. Racial Preference and Identification of Negro and Caucasian Children, *Marilyn Backstrom, Bethel College, St. Paul, Minnesota 55101.*

Children aged 4 to 6 in church nurseries of 2 White and 5 Negro churches were asked questions reflecting race by using a Negro and a White doll (otherwise identical). The sample included 72 White and 62 Negro children.

The findings revealed that children knew the difference between Negroes and Caucasians, as indicated by doll identification. White children tended to prefer their own race and reject the Negro doll, but Negro children's preferences were not so clearly defined. The author cautions, however, that uncontrolled variables in the study may have influenced the choices.

The author undertook this student project under the direction of Dr. David O. Moberg at Bethel College.

2. Differences in Esteem for Own and Other Groups, *Key L. Barkley, Department of Psychology, North Carolina State University, Raleigh, North Carolina.*

Remmers' Scale to Measure Attitude Toward Any Defined Group was given to samples of high school seniors and samples of elementary and high school teachers in a county in which separate school systems for Whites, Indians, and Negroes are maintained. It was hypothesized that: (1) each racial group will hold itself in high esteem, and higher than it holds any other racial group; (2) each racial group will place the three racial groups in a different order with respect to the level of esteem in which they are held; (3) there will be no difference between elementary and high school teachers in the level of esteem in which they hold the racial groups not their own, but the teachers will be more liberal than the students in attitudes toward other racial groups.

The hypotheses were confirmed. The order of level of esteem for Whites was: (1) Whites, (2) Indians, (3) Negroes; for Indians: (1) Indians, (2) Negroes, (3) Whites; for Negroes: (1) Negroes, (2) Whites, (3) Indians. Elementary teachers tended to hold the other racial groups in higher esteem than did high school teachers, but all teachers showed a higher esteem for other racial groups than did the students.

3. Attitudes Toward Jews and Mormons at a Southern State University, *John B. Barton, Department of Sociology and Anthropology, University of Georgia, Athens, Georgia.*

The purpose of this research was to assess attitudes of Southern college students toward Jews and Mormons, and to demonstrate that the intensity factor of attitudes cannot be accounted for only in terms of a syndrome of authoritarianism. The fact that some respondents high in authoritarianism express unfavorable attitudes more intensely toward one group than toward another, demonstrates that these individuals expend more expressive energy toward that group which exists as more socially disfavored in a socially defined hierarchy of relative unfavorableness.

There were five hypotheses: "(1) Relative preference for Jews and Mormons is related to attitudes toward Jews and Mormons. (2) Intensity of stereotyping of Jews and Mormons is related to relative preference for Jews and Mormons. (3) Intensity of stereotyping of Jews is related to intensity of stereotyping of Mormons. (4) High authoritarianism is more likely related to greater expenditure of expressive energy toward Jews than toward Mormons. (5) High authoritarianism is related to less relative preference for Jews and Mormons."

Questionnaires, scales of intensity of stereotyping, scales of attitudes toward Jews and Mormons in respondents' home communities, and complete form 40-45 of the F Scale were administered to 517 undergraduates. Using the chi-square method of agreement, all hypotheses were confirmed. Cases wherein intensity of attitudes was measured show that respondents high in authoritarianism express more intensely disfavorable attitudes toward Jews.

4. Students' Attitudes in the Field of Racial and Intercultural Relations, *Werner J. Cahnman, Department of Sociology, Rutgers University, Newark 2, New Jersey.*

The purpose of the study was to provide the Board of Education of Munich, Germany with background data, conclusions, and recommendations which might enable them to initiate meaningful programs in racial and intercultural relations and to eliminate the negative heritage of the Third Reich. Nine schools in the Munich municipal school system, representing the major types of schools administered by the Board of Education, were selected. Initial and final questionnaires were administered to about 300 boys and girls in these schools. Systematic discussions about the topics in the questionnaire were conducted. Attitudes toward Jews, the Third Reich, the State of Israel, neighboring European peoples, and Negroes were ascertained.

The author reports that he found a great variety of attitudes, too numerous for him to report here. First among the recommendations was one relating to the improvement of teacher education in the social sciences.

5. The Reactions of White Students to the Test Performance of Negroes, *Melvin Cohen, Department of Psychiatry, Downstate Medical Center, State University of New York, 450 Clarkson Avenue, Brooklyn, New York.*

White college students were "hired" to administer a series of tests to either a White or a Negro confederate of the experimenter. The confederate's performance on the test was manipulated so that he scored either lower than, higher than, or equal to, the subject's expectations for the confederate's performance.

The study was designed to test the hypothesis that White students will react more negatively toward a Negro who performs high on an intellectual task than toward a White who performs high on the same task. In addition, the author suggested, the difference will be even greater under conditions of high self-esteem, where self-esteem is operationally defined as support for the subject's perception of his *own* ability on task in question. The interpretation of the support manipulation was later changed so that the high support condition was seen as one of *implied comparisons* between the confederate's performance and the subject's own potential performance on the same tests.

The author reports that the results revealed that "when subjects are given an opportunity to rescore the confederate's test, they score the Negro *higher* than the White; this is the 'leaning over backwards' phenomenon. However, the subjects indicated that the Negro *cheated* more than the White. The high support (esteem) subjects were more negative toward the Negro than the low support subjects."

6. Anti-Semitism, Authoritarianism and Assimilation of Immigrants in Buenos Aires, *Gino Germani, Department of Sociology, University of Buenos Aires, Buenos Aires, Argentina.*

It is hypothesized that there are two kinds of anti-Semitism: that the anti-Semitism of the lower classes differs from that of the upper classes. It is also suggested that prejudice against immigrants will be low. The F Scale was employed with a sample of 2000 individuals in Buenos Aires. A general questionnaire was also used, including multiple choice questions, open-end questions, and one projective technique.

Preliminary findings with regard to anti-Semitism (published in *Comentarios*, Buenos Aires, No. 34, 1962) indicate the hypothesis regarding two kinds of anti-Semitism is generally valid: the typical high SES anti-Semite is similar to the Adorno authoritarian, but not the low SES anti-Semite. Preliminary findings on immigrants, not yet finished, indicate support for the contention that discrimination against immigrants is minimal, except where Jewish immigrants are involved. A major line of investigation, not yet published, concerns the bearing of status congruence and incongruence on intergroup attitudes.

***7. Cross-Regional Stereotyping in North India: A Study in the Social Psychology of Epithet,** *Allen D. Grimshaw, Department of Sociology, Indiana University, Bloomington, Indiana.*

"The widespread use of regional and other stereotypes is a salient feature of Indian life, obvious to even the most casual sojourner. There is, moreover, a varied and highly imaginative use of both stereotypes and individual epithets in characterization of national figures and of people in all walks of life which, even screened through language barriers, can clearly be seen to play a major role in Indian life." The goals of this study are (1) to examine inter-regional stereotypy in relation to a variety of socio-economic characteristics of respondents in different areas in India and (2) to attempt to identify the relationships of stereotyping behavior to feelings of social distance and, perhaps, hostility to people from other regions.

An initial project will be limited to north India although responses will be gathered on southerners (collectively labelled as Madrasis). In this survey, stereotypes of Gujeratis, Rajastanis (Marwaris), Punjabis, Delhiwalas, Uttar Pradeshis, Biharis, Bengalis, Madhya Pradeshis, Madrasis and Maharastrians will be investigated. Samples will probably consist of secondary school students. The major instrument will be a modification of Osgood's semantic differential. Final concern, however, is less with semantical meaning than with pragmatical (sociological) meaning.

The alternative verbal responses consist of forty epithets and their closest antonyms separated by a seven point scale.

Each of the forty pairs of terms is repeated for each of the ten regional designations, making 400 judgments for each respondent, including those having to do with images of people of his own area. Analysis will be done through some combination of factoring and other techniques. Content analysis of an appropriate sampling of literature in the several Indian languages involved is being considered as an ancillary project.

****8. The Ethnic Identity and Cultural Values of High School Pupils in Israel,** *Simon N. Herman, E. O. Schild, and Y. Peres, Department of Psychology, The Hebrew University of Jerusalem, Jerusalem, Israel.*

The research is designed to answer several questions: What kind of identity is emerging among children of veteran Israelis and among those of newcomers? What is the meeting point between them? What are the common cultural-national values? To what extent do they share the attitudes of their parents and how do they differ from them? What are the differences in the attitudes on these matters of Israeli children of parents from Europe and those from countries of the Orient? What are the differences in children from homes of differing degrees of religious observance? Etc.

The data will be gathered through: (1) questionnaires to high school and university students (N=2000), their parents and teachers; (2) life history documents prepared according to an outline guide, by a subsample of the pupils, tracing the development of their attitudes on the relevant issues; (3) interviews with a subsample of pupils and their parents; and (4) a content analysis of texts used in teaching history and contemporary events in Israel.

9. Anti-Negro Bias Among Negro College Students, *Bruce L. Maliver, Department of Psychiatry, Harlem Hospital in affiliation with Columbia University College of Physicians and Surgeons, 136th Street and Lenox Avenue, New York, New York 10037.*

Three areas of personality differences between Negro subjects who accept or reject anti-Negro statements were explored. Subjects were 160 randomly selected male Negro college students who were tested in two northern and three southern locales. It was hypothesized that Negroes scoring high in anti-Negro bias would show negative attitudes toward their parents and themselves, and would react passively to hostile interpersonal attack. Negro subjects scoring low in anti-Negro bias were expected to show more positive attitudes toward parents and selves, and to retaliate when attacked.

Anti-Negro bias was measured with a 7-point Likert scale composed of anti-Negro items and new pro-Negro statements. High scoring subjects were those who accepted anti-Negro items while rejecting pro-Negro items. The personality variables were rated on the basis of TAT material and a sentence completion test.

As only four of twenty-three predictions were significant beyond the .05 level, all major hypotheses about differences in self- and parental-percept and response to interpersonal attack were rejected. Two overall patterns resulted, however: the Negro subject who was consistently high in anti-Negro bias was more likely to have a negative view of the father, generalized fear of rejection by adult figures, and was less likely to participate in anti-segregation activities; subjects low in anti-Negro bias were more likely to have participated in sit-ins and other demonstrations, to be members of civil rights groups, and to make spontaneous comments about race. These positive findings and the methodological implications of the rejection of the major hypotheses are discussed in the light of the general theory of identification with the aggressor and previous empirical contributions, especially Sarnoff's study of anti-Semitism among Jews.

10. Peer Acceptance and Rejection of Individuals with Voice Quality Differences, *John Muma, Speech and Hearing Clinic, Pennsylvania State University, University Park, Pennsylvania.*

The author hypothesized that individuals who have a voice quality that is obviously different from their peers' will have more rejection and/or less acceptance from peers than individuals with more ordinary voice qualities. Seventy-eight individuals were identified who had a voice quality obviously different from their peers for at least six months. The control group consisted of 38 individuals who had voice qualities that were regarded as normal for at least six months. The entire school population (3,917 junior and senior high school students) was tested sociometrically at the end of the six month period. The sociometric scores were evaluated for the groups under study.

The findings revealed that individuals with obviously different voice qualities were not significantly differentiated according to peer acceptance or peer rejection. Peer rejection approached significance while peer acceptance was clearly of no significance.

11. Changing Self-Concept of a Hindu Caste: A Case Study in Intra-Group Conflicts, *Ashakant Nimbark, Department of Sociology, Douglass College, Rutgers University, New Brunswick, New Jersey.*

This study focuses on the conflicting identification of a minority Hindu caste, the Sadhu, whose responses to its minority status and marginality are compared to those of the American Jews and the Negro. A content analysis of 445 items from the two intra-caste journals of Sadhu revealed that "(1) this group is engaged in a complex and contradictory process of social change; (2) the older sub-group shows a 'negative chauvinism' by rejecting the older Sadhu identifications and adopting the new Brahiminic names and symbols; (3) the newer sub-group within this caste shows a positive force towards the traditional mode of identification, but is otherwise achievement-oriented; (4) under the influence of socio-political changes on the national level, this marginal caste is motivated to change its lower status. Despite the consistent intra-group conflict and other changes over the period of 30 years, the group, in general, still functions as a traditionally endogamous and intra-dining caste."

***12. Stereotypes and Tensions Among the Hindus and Muslims in Bengal,** *P. C. Ray, Anthropological Survey of India, Government of India, Indian Museum, Calcutta 13, India.*

The study was designed to identify tensional feelings between Hindus and Muslims and between different Hindu castes. Of a Muslim male population of 1,200 in the villages selected for a study, 50 subjects were randomly selected. Twenty-five Hindu subjects were selected from the total male Hindu population of 300. A questionnaire dealing with outgroup stereotyping was administered. Responses were analyzed in terms of the age and status of the respondents.

The findings revealed that although both Hindus and Muslims tend to describe the other group in negative terms, both groups qualify the Muslims with two positive traits — "hard-working" and "brave"—and the Hindus with two negative traits—"cowardly" and "stupid." "Unlike the Muslims, the Hindus are conscious of their reluctance to help one of their community in distress and they have rationalized their passivity by describing these members as cowardly and stupid. However, it appears from the analysis of the stereotype scores that the caste system is the root cause behind their passivity or antipathic feelings toward different castes." Some Hindu castes are more or less equally favoured and disfavoured by both communities. Age, status, and land-holding also proved to be related to the responses of subjects. Those Muslims having little land were most likely to take active parts in tensional situations.

13. The Evidence for Anti-Maori Prejudice, *James E.*

Ritchie, Department of Psychology, Victoria University of Wellington, Wellington, New Zealand.

Although evidence that there is prejudice against Maoris in New Zealand has never been difficult to find, observers have disagreed about whether discrimination is social or racial. This researcher, analyzing data from his own and others' studies, argues that prejudice is endemic in the social context of both town and country; and that since there is a well-developed stereotype or set of stereotypes about Maoris, that this is not entirely social discrimination on a class basis. He distinguishes the "patronizing," the "negative," and the "racist" stereotypes. These are viewed in the context of "an interlocking system of reciprocal expectancies which both Maori and *pakeha* (White) have come to accept as unchangeable. The low amount of discriminatory practice that can be found in some areas, then, results from the attitudes which so limit social intercourse that opportunities for incidents to arise rarely occur." The presence of negative attitudes and the lack of support for the open expression of negative attitudes is analyzed in terms of dissonance theory.

The study appears in *Race Relations: Six New Zealand Studies,* Ritchie (ed.), Victoria University of Wellington Publications in Psychology, No. 16, 1964.

***14. Language Effects on Attitudes,** *Peter Schönbach, Wissenschaftlicher Mitarbeiter, Institut für Sozialforschung, Universität Frankfurt, Senckenberganlage 26, 6 Frankfurt Main, West Germany.*

"In some, albeit few, cases, it can be demonstrated that two labels with different semantic histories have come to denote *one and the same* referent with an identical image core. It is hypothesized that in some such cases the different connotations previously associated with the labels will successfully compete with the image (or iconic) connotations and thereby influence attitudes towards the referent *although* the identity of the labels with respect to their denotative function is recognized by the subjects." This notion was investigated in the case of double reference to foreign workers temporarily employed in West Germany for whom the labels "Fremdarbeiter" and "Gastarbeiter" have been used. There were two hypotheses: (1) attitudes towards "Fremdarbeiter" will be more negative than towards "Gastarbeiter," (2) this difference will appear more markedly among persons with a low or medium degree of formal education than among those with a high degree of education (where it may not appear at all).

Five groups, each composed of slightly more than 100 respondents of the Frankfurt population between 15 and 74 years of age, were surveyed. Groups were matched by quota sampling methods according to sex, age, occupational status of household head to insure comparability. Attitudes towards various semantic concepts were measured by 20 differential scales, from which summary indices were computed.

The first hypothesis was confirmed. The second one was partly confirmed. Very interesting interaction effects of educational status and age with respect to the label effects on attitudes were observed. Parts of the results can be explained in terms of different gradients of mediating, associational responses. The possible influence of experiences before 1945 will be discussed.

15. Social Distance Between Selected Ethnic and Religious Groups, *Diana Stahl, Bethel College, St. Paul, Minnesota 55101.*

Under the direction of David Moberg of the Department of Sociology, this student administered a questionnaire dealing chiefly with social distance in relation to contacts experienced with persons from 5 categories (two Protestant groups, Catholics, Jews, and "Protestant Negroes"). The sample consisted of 140 members of 3 Protestant churches of the same denomination in a small midwestern city.

No significant differences in social distance were observed between those related by marriage or by blood to members of the other groups, and those not so related. However, those who were neighbors of, had attended school with, or had worked over long periods of time with members of the other groups had closer social distance scale attitudes.

***16. Forms and Sources of Prejudices in Contemporary Israeli Society,** *Georges R. Tamarin, Department of Psychology, University of Tel Aviv, Bizaron Street 22, Tel Aviv, Israel.*

Sociological and psychological analyses of prejudice will be undertaken, employing historical surveys, analysis of literary documents, and socio-psychological and psychological testing. Sections of the study are in various stages of preparation. "A Pilot Study in Chauvinism," an examination of the influence of ethnocentric-religious prejudices on moral judgment, has been completed. Ongoing studies deal with "The Legal Sources of Prejudice and Discrimination," "Intolerance and the Problem of Mixed Marriages," "Ethnocentrism and Intolerance in the Different Jewish Ethnic Subgroups in Israel," "Two Stereotypies of the National Mythology: The Sabra-Superman and the Inferior Diaspora-Jew," and "The Apology and Exclusiveness of Hebrew (Language and Orthography) as a Source of Prejudices and Its Influence on Immigration-Absorption."

The following topics are also scheduled for inclusion in the final report: "Forms of Religious-Coercion and Intolerance in Everyday Life," "The Problem of Jewish Identity and Its Overcompensatory Affirmation," "The Heritage of East-European and Oriental Ghettos as Roots of Apartheid Tendencies and Prejudices," "Persecution through the Ages as a Source of Xenophobia," "Tolerance and Intolerance in Jewish Spiritual Heritage," "The Israeli Educational Curriculum as a Source of Ethnocentric Prejudices and the Formation of a Parochial Outlook," "Critical Remarks about a Research on Authoritarianism in Israel," "The Sociology of Jewish-Arab Apartheid," "Psychological, Sociological and Economic Traits of the Groups Interested in the Maintenance and Abolition of Discrimination and Coercion," "Some Specific Paranoid Trends Common to the Ideology of the 20th Century New-Born Nations, Their Roots and Influence on the 'Racisme a Rebours' and/or Messianistic Conceptions," and "Perspectives: How to Combat Prejudices."

17. A Study of Awareness and Attitudes Among Children from Two Regions, *Graham M. Vaughan, Department of Psychology, Victoria University of Wellington, Wellington, New Zealand.*

The principal interest was the nature and development of ethnic attitudes among New Zealand children. A second and related interest was the development of ethnic awareness among these children. "Awareness" is used in the sense of the degree to which an individual is cognizant of characteristics pertaining to an ethnic group. An attempt is made to show that the development of awareness and attitudes are interdependent processes, rather than one being the cause of the other. It was hypothesized that (a) a concept of race develops through three stages: identification, discrimination, and categorization, and (b) that own-race preferences will be more evident with increasing age.

Three hundred and sixty Maori and *pakeha* (White) children drawn from the Horowhenua and Wellington regions were investigated. The two regions differ in a number of ways, some of which may be interconnected. Principally, Wellington is more urban, and the inter-ethnic contact rate therein is lower than in Horowhenua. The materials consisted of seven tests of ethnic awareness and three tests of ethnic attitudes. All tests were based on doll and pictures techniques.

"Generally speaking, the developmental trends for the two regions were found to be comparable, but the following differences were noted. (1) Six-year-old children in the Horowhenua, particularly *pakehas,* are more aware of Maori-*pakeha* differences than are their Wellington counterparts. This regional difference was not observed at eight years of age. An important implication of this finding is that maturational factors, as well as experiential factors, would seem to be involved in awareness development. (2) Older (ten and twelve-year-old *pakeha*) children in the Horowhenua are less favourably disposed towards Maoris than are older Wellington children. Possibly this indicates that the heritage of the rural Maori acts as a hindrance to social acceptance among *pakehas.*"

The study is reported in the Victoria University of Wellington Publications in Psychology Series, No. 17, Ethnic Awareness and Attitudes in New Zealand, Graham M. Vaughan, 1964.

***18. Attitudes of Anglos in Colorado towards the Spanish-Americans and Vice Versa,** *Manuel Alers-Montalvo, Department of Sociology, Colorado State University, Fort Collins, Colorado 80521.*

Three counties were selected and samples of families (300,200,200) were interviewed. The study is part of a general project entitled "The Expanding Educational Needs in Colorado in Relation to Extension Program Building."

***19. Urban Apprentices and Stereotypes about Immigrants,** *Achille Ardigo, Instituto di Sociologia, Facolta' di Magistero, Largo Trombetti I, Bologna, Italy.*

Opinions about immigrants held by young male and female workers are being related to verbal opinions of work, family of orientation and future family expectations, friendships, education, and work vs. leisure. Questionnaires and authoritarian and anomic tests are utilized.

20. Identity and Negro Youth, *Patricia Billingsley, Gerald Gurin, and Daniel Katz, Survey Research Center, University of Michigan, Ann Arbor, Michigan.*

***21. A Comparison of Prejudiced and Non-Prejudiced Freshmen Education Women,** *John M. Dodd, Child Study Center, State University College, 1300 Elmwood Ave., Buffalo, New York; and Harold Strang, State University of New York at Albany, Albany, New York.*

No hypotheses are reported as this is an exploratory study.

22. Student Attitudes in an Interdenominational College, *James Filella, Department of Psychology, St. Xavier's College, Cruickshank Road, Bombay 1 (BR), India.*

This correspondent reports plans for a longitudinal study of attitudes of students of all religious denominations at St. Xavier's College.

****23. The Growing Influence of National Prejudice in the School-Age Population,** *Anton J. Gail, "Pädagogische Hochschule," Köln, Gronewaldstrasse 2, West Germany.*

The author hypothesizes that all undertakings designed to reduce prejudice in German children are unsuccessful because the organization of schooling is directed by supra-national purposes and the teaching of history is based upon supranational convictions.

24. Skin Color Preferences of Negro Children, *Kay Halkins, 1213 Avenue Z, Brooklyn, New York.*

25. Acculturation through Racial Stereotypes, *Kazuo Hara, International Christian University, 1500 Osawa, Mitaka, Tokyo, Japan.*

This is a study of social attitudes. Subjects were American, Japanese and Chinese students at the International Christian University. Responses to questionnaires were analyzed by nationality, sex, length of college education, and length of contact with other nationalities.

***26. Minority Group Case Descriptions and Prejudiced Reactions,** *Norman G. Hawkins, Department of Sociology, Slippery Rock State College, Slippery Rock, Pennsylvania.*

The study aims at content analysis of prejudiced reactions to incomplete case descriptions of minority group members. The present concentration is on the Negro stereotype.

***27. The Attitudes of Israeli Youth to their Jewishness, and to Jewish Communities Abroad,** *Simon N. Herman, E. O. Schild, and Y. Peres, Department of Psychology, The Hebrew University of Jerusalem, Jerusalem, Israel.*

****28. A Comparative Study of Jewish Identity in a Number of Communities throughout the World,** *Simon N. Herman, E. O. Schild, and Y. Peres, Department of Psychology, The Hebrew University of Jerusalem, Jerusalem, Israel.*

29. The Nature of Prejudice, *Walter Jacobsen, Berufsver-*

band Deutscher Psychologen, Deutsche Gesellschaft fur Psychologie, Sozialwissenschaftlicher Studienkreis fur Internationale Probleme, Hamburg 39, Krochmannstr. 5, West Germany.

Dr. Jacobsen reports a number of studies being done at the institution concerning the nature of prejudice, education, civil rights, community relations, civil liberties, and the radical right.

30. **Peer Culture Cross-Age Relations Project,** *Ronald Lippitt, Center for the Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, Michigan.*

An interview and test design is employed in selected school systems to study interpersonal and inter-group perceptions.

*31. **Anti-White Prejudice of Negroes,** *Sophia Fagin McDowell, Department of Sociology, Howard University, Washington, D.C.*

Four sample populations in Washington are the subjects in this study: Negro professionals, Negro pre-professionals, Negro working-class, and Negro pre-working-class. The causes, nature, distribution, and change in prejudiced and non-prejudiced attitudes toward Whites of different classes and toward Jews will be investigated.

*32. **Images of American Negroes,** *Peter I. Rose, Social Science Research Center, 107 Wright Hall, Smith College, Northampton, Massachusetts.*

The author and some of his students are engaged in this "assessment of college student attitudes towards Negroes and the (so-called) Negro revolt." A pilot study was conducted at Smith College with 400 randomly selected students. It yielded a return of 87 per cent of the questionnaire. Results were expected in the spring of 1964.

*33. **Problems of Identification of the French Canadian Protestants of Montreal,** *Aileen D. Ross, Department of Sociology and Anthropology, McGill University, Montreal, Canada.*

34. **Acre, Israel: Community Perceptions, *Morton Rubin, Department of Sociology, Northeastern University, Huntington Avenue, Boston, Massachusetts 02115.*

Dr. Rubin reports he will be studying Acre by participant observation and survey from February to August, 1965. Focus will be on situations of association and harmony and situations of dissociation, relative to differential perception of the community by its groups.

***35. The Nature of Racial Prejudice Reflected in Forty-Five Life Histories,** *Albert Schaffer and Ruth C. Schaffer, Department of Sociology, University of Alabama, P.O. Box 6126, University, Alabama.*

Life histories were written on a voluntary basis by forty-five University of Alabama students using a guide in which they were asked to describe: (1) their attitudes toward the Negro, (2) background factors involved (i.e., role of parents, relatives, friends, church, etc.), and (3) personal characteristics. Data on home community was also included.

***36. Anti-Semitism in the U.S.: Its Distribution and Its Correlates,** *Gertrude Selznick, Survey Research Center, University of California, Berkeley, California.*

The study is based on a national modified probability sample plus an over-sample of Negroes. Structured interviews are employed.

37. Jews in the Mind of America, *Charles H. Stember, Department of Sociology, Rutgers University, New Brunswick, New Jersey.*

Trends in attitudes toward Jews in the United States from 1937 to 1962 were analyzed by integrating data from about 120 public opinion polling studies (national samples). A marked decline in all measures of anti-Semitism during the period was discerned.

***38. Attitudes Towards Aborigines in Western Australian Country Towns,** *Ronald Taft, Department of Psychology, University of Western Australia, Nedlands, West Australia.*

The aims of the study are to relate stereotypes, beliefs, opinions, and attitudes to relevant socio-economic variables; and to relate attitudes toward aborigines to other attitudes. Interviews are being conducted with a random sample of the population, using various types of attitude, stereotype, social distance, and opinion scales.

B. SOURCES, CORRELATES AND CONSEQUENCES OF INTERGROUP ATTITUDES

FULL REPORTS

***39. Communication and Decision Making in Conditions of**

Accelerating Cultural Change, *Thorrel B. Fest, Department of Speech and Drama, University of Colorado, 930 Green Mountain, Boulder, Colorado.*

This researcher is exploring awareness of change, nature and rate of change, sources of information regarding change, factors accelerating and/or retarding change, the flow of communication and its effect on such change. The following are some of the hypotheses being tested at the present time: (1) there is a positive relationship between both the nature and quantity of communication about change and acceptance of such change; (2) oral communication is one of the major factors contributing to acceptance of change; (3) procedures in reaching decisions concerning change are related to methods of communicating about it; and (4) communication about change radiates from limited significant sources.

Field interviews using a tested format explore these and other aspects of communication and change. Extensive information has been gathered in Hawaii and more limited information has been secured in Samoa, Fiji, Thailand, and Japan.

40. An Attempt to Study the Ways by which Attitudes of Prejudice May Be Changed in Kindergarten Children, *June Moss Handler, Teachers College, Columbia University, New York, New York 10027.*

This research is an attempt to study the ways by which attitudes of prejudice may be changed in kindergarten children within the classroom situation. An attempt is also made to determine if certain materials can be developed that will be useful in helping kindergarten children examine prejudice in a way meaningful at their age level considering their individual needs. The study focuses on the relationship of the White child to the Negro, the way kindergarten children think in terms of sharp differences, the association of the Negro with negative social connotations, and the negative emotional content that "black" and "brown" assume when related to the Negro. The researcher has worked with the teachers in an integrated suburban kindergarten class over a period of one term, analyzing experiences of the children in control and operational groups. Materials appropriate to the age group and the subject were added when the teacher and researcher felt they might be conducive to correcting faulty generalizations. Observations, sociometric techniques and pre- and posttests were also utilized.

41. Inter-individual Agreement in Estimation of Physio-

gnomic Similarity and Dissimilarity, *Professor Keiter, Universitat Würzburg, 2000 Hamburg 20, Breitenfelderstr. 62, West Germany.*

Agreement in evaluations of expressive qualities of human physiognomics (i.e. looking handsome, intelligent, friendly, energetic) has been experimentally studied by Professor Keiter. He suggests that in the social interaction of different racial groups, this kind of expressive-physiognomic reaction is a basic phenomenon, demanding precise analysis. From his studies of the social stratification of "expressive traits," inheritance of the traits, and sub-group differences, he concludes that "the 'esthetic' impression of human faces and physics is widely esthologically given and uniform, but the positive or negative evaluation clearly is open to historical and educational influences." (A summary of the findings appears in the [27] Wartenstein Symposium of the Wennergren Foundation, Sept. 1964.)

42. Cognitive Simplicity and Out-Group Stereotyping, *Frederick W. Koenig, Bennington College, Bennington, Vermont; and Morton B. King, Jr., Department of Sociology, Box 192, Southern Methodist University, Dallas, Texas 75222.*

The study was designed to test the hypothesis that cognitive simplicity is directly related to out-group stereotyping. Subjects were 210 students selected as a representative sample of the full-time student body of a church-related, coeducational university in the Southwest. Schedules, containing a number of measures of attitudes and stereotyping, were obtained in personal interviews. Cognitive complexity-simplicity was estimated by the accuracy with which subjects perceived the attitudes of others and by the similarity of own attitudes to those attributed to others. Simple and refined measures of stereotyping were used. Significance of relationships was determined by the chi square and coefficient of contingency tests.

Both estimates of cognitive simplicity were found to be directly related to the two measures of stereotyping. The association was weak, but statistically significant in three of the four tests. "The results of this and the previous study [King and Koenig] support the theory that cognitive simplicity is related, separately, to prejudice and to stereotyping. Analysis of the special cluster of cases suggests that, if the measures do in fact stand for separate phenomena, complicated patterns of inter-relationships are possible and likely to occur. Further research on these inter-relationships is needed, especially to explore the association between prejudiced attitudes and stereotyped perception habits. Better measures of cognitive complexity-simplicity should be developed to implement such research." The study is reported in *Social Forces,* 42:3, March 1964.

43. Status Inconsistency Among Social Work Professionals, *Shirley Kolack, Department of Sociology, Bridgewater State College, Bridgewater, Massachusetts.*

A major purpose of the research was to test the utility of the status-inconsistency variable for the prediction of selected role behaviors of those within social work professions. Three indices were selected on which individuals were ranked on a high-low continuum. These were education, ethnicity, and job position; the three measures are related to differences in prestige and esteem within the profession. Individuals whose positions on one or more of these three measures were not perfectly correlated were viewed as being status inconsistent within the profession.

It is suggested that the study has relevance for the intergroup relations field because of the use of ethnicity as one of the status consistency measures. Rank 1 on ethnicity: respondent is White and lineage is Old American or Old English; Rank 2: respondent is White and lineage is Northern or Western European, Irish, or French Canadian; Rank 3: respondent is Negro, Oriental, or Jewish and/or lineage is Southern or Eastern European. One pattern of status inconsistency was that of "ethnicity out of line with job position," e.g., a person on Rank 3 on ethnicity who was in a supervisory job position.

The sample consisted of social workers who were members of the National Association of Social Workers in the Greater Boston Area, who had joined the organization prior to 1955 and were working in group or case work agencies. Data was obtained by means of a mailed questionnaire (76 per cent return). The findings supported the hypotheses that inconsistent social workers would be more politically liberal, more desirous of social change, less active in voluntary associations and would join them more often for nonsocial reasons, would less strongly identify with the social work profession and have derived less satisfaction from the practice of social work, and would be more occupationally mobile than their consistent counterparts.

***44. Voice Quality Differences and Associated Inferences,** *Frank F. Milos, School of Social Work, Portland State College, Portland 7, Oregon.*

The author hypothesizes that differences in Negro and White tonal and speech qualities prejudice listeners who impute stereotyped inferiorities to the speaker. The idea of the study is to record minority and majority group voices on neutral material such as counting and the alphabet. Then judges representing agents in our society (such as social workers, teachers, therapists) will be asked to estimate which of the paired voices represents more or higher values such as educational, economic, intellectual, prospects, etc.

The study is in the preliminary stages; data has not yet been collected.

45. Academic Performance Associated with Peer Acceptance, Rejection, and Neglect of Junior and Senior High School Students, *John Muma, Speech and Hearing Clinic, Pennsylvania State University, University Park, Pennsylvania.*

The junior and senior high school students of seven school systems (3,917 students) were tested sociometrically. Semester academic average for those individuals who were highly (1 per cent) accepted, rejected, neglected, and a control group were compared. All students attended their respective schools for at least six months. Moreno-type sociometric methods were used to test peer evaluation. The sociometric test included ten items which were within the experience of the students and were representative of the social milieu of their school. The forced-choice method was used.

"It was concluded that academic success was significantly different between all combinations of the following groups: acceptance, rejection, neglect, and control. However, this conclusion applies only to comparisons of individuals who are *highly* accepted, rejected, or neglected."

46. An Empirical Study of the Relationship Between Church Attendance and Attitudes Toward Negroes, *Elizabeth Brown Peelle, Sociology Laboratory, University of Tennessee, Knoxville 16, Tennessee.*

The study proposed to test the relationship between church attendance and attitudes toward Negroes. The major hypotheses were: (A) both the most and least frequent church attenders would show more positive attitudes toward Negroes; (B) the intermediate frequency church attenders would show the most negative attitudes toward Negroes; and (C) the never-attenders would show the most positive attitudes toward Negroes. It was further predicted that the posited relationship would hold when each of five variables was held constant: sex, race, occupation, salary, and education. Fourteen other variables were measured to test the consistency of the hypothesized relationship.

The data were obtained by mail questionnaires in the spring of 1962 from highly-educated, technically-trained employees of a large government-supported research and engineering installation in 'Plant City,' Tennessee. A seven-item Likert-type scale was utilized to measure attitudes toward Negroes. Six categories of church attendance were used.

The hypothesized relationship between church attendance and racial attitudes was generally supported by the data with the strongest support being shown for part C. The predicted relationship appeared in full detail in the total sample where three of the five variables in the original hypothesis were controlled by sample choice. When the consistency and significance of the relationship were examined by means of partialing on the remaining test variables, numerous additional results were obtained. Findings not previously noted or those contradicting prior studies were: (1) a sharp decline in church attendance at educational levels above four years of college; (2) a strong and extensive effect of respondent's perception of the importance of religion to each of his parents; and (3) a strong relationship between denominational grouping and racial attitudes. It was suggested that the most and least frequent church attenders may be "unconventional" in both racial and religious behavior, following examination of the findings of Allport's "institutionalized-interiorized" and Adorno's "conventional-unconventional" theoretical frameworks.

47. The Myth of Unanimity, *Peter I. Rose, Social Science Research Center, 107 Wright Hall, Smith College, Northampton, Massachusetts.*

Questionnaires were mailed to 250 randomly selected students at *each* of eleven institutions of higher learning in the Connecticut Valley of Western Massachusetts. The survey was designed to challenge the conclusions of Philip Jacob and others that American college students have "a striking homogeneity of basic values throughout the country" and the idea that "where students do differ, they split in about the same proportions at most institutions."

Thirteen hundred and thirty-seven questionnaires were returned. Answers to questions related to background characteristics and to attitudes about both domestic and foreign issues provide ample evidence to support the contention that it is misleading to generalize about *the* American college student, and may serve to dispel the myth of unanimity.

48. Anti-Semitism and the Perception of Strangers, *Brendan Gail Rule, Department of Psychology, University of Alberta, Edmonton, Alberta, Canada.*

The basic problem was to undercover differences in perceptual and judgmental processes of prejudiced individuals following stress. The design was generally to induce stress and observe its effects on judgments of persons categorized as high, moderate or low prejudiced individuals. Subjects were given difficult anagrams to solve. Subsequent to the stressful task, each subject was asked to rate the other two subjects present in the room on a 13 item semantic differential.

"High and low prejudiced subjects did not differ in their perception of differences between the two subjects, but differed from moderates in their judgments. Anti-Semites and low anti-Semites were more negative toward the two strangers than were the moderately prejudiced."

****49. The Need for Subjective Certainty,** *Walter B. Simon, Department of Sociology and Anthropology, Western Reserve University, Cleveland, Ohio 44106.*

A respecification of the concept of the "Authoritarian Personality" is proposed in this article. A distinction is to be made between those who score high on the F Scale because of intellectual ineptness or inertia (termed here "The Indifferent") and those who score high—often in spite of good education and high intelligence—because of their emotional makeup. Whereas both will exhibit "authoritarianism," the latter may be expected to be extremely rigid, and the former extremely flexible.

Dr. Simon also proposes a study to test this distinction. If the F Scale is applied to small groups, differentiated by artificially induced emotional upset in one case and by artificially induced mental exhaustion in the other, he hypothesizes in terms of the above that: "(a) those who score high on the F Scale because of intellectual inertia or ineptness appear to be 'authoritarian' only on the surface; they will, in fact, be most flexible; (b) only those whose score on the F Scale is related to emotional difficulties (lack of ego-security) will be found to be truly rigid."

The proposed distinction is significant, for "it follows from the above that a large part of what has been called 'working-class authoritarianism' is in fact due to intellectual ineptness or inertia and not due to ingrained prejudice. In short, those in group A stand in need of education; those in group B stand in need of psychotherapy."

***50. Authoritarianism and Parental Discipline,** *Bernard D. Starr, Yeshiva University, New York, New York.*

The purpose of this research is to clarify the effects of discipline roles of mothers and fathers on authoritarian boys and girls. The sample will be selected from a group of approximately 60 boys and 60 girls between the ages of eleven and twelve. All will be administered the Childrens' Anti-Democratic Scale, and the extreme thirds of each group will be selected as subjects. Both parents of all subject-children will then be studied by means of the F Scale, D Scale, Parent Attitude Research Instrument, an intelligence test, and a structured interview focusing on child-rearing attitudes.

The author of this study anticipates that authoritarianism in boys will be found to be (1) positively related to strict discipline of their fathers, and (2) related significantly more to strict discipline of their fathers than to strict discipline of their mothers. Similarly he hypothesizes that authoritarianism in girls is (1) positively related to strict discipline of their mothers, and (2) related significantly more to strict discipline of their mothers than to strict discipline of their fathers.

***51. A Test of Rokeach's Theory of Belief-Congruence as a Factor in Prejudice,** *David Stein, Department of Psychology, University of California, Berkeley, California.*

Data were collected in an Eastern urban school system from a sample of Negro, Jewish, White Protestant, and White Catholic students. The methodology entailed an adaptation of the methods of Byrne and Wong, as used by Stein, Hardyck and Smith (*Journal of Personality and Social Psychology,* 1965) in a previous study. Subjects who had previously filled out a research questionnaire were asked to give their reactions (on a social distance item and on one concerning "liking") to four stimulus persons who had supposedly answered the same questionnaire. These stimulus persons were described by presenting their supposed responses to parts of the questionnaire, which identified them as Negro or White or as same or different religion, as high or low in status, and as having values similar to or contrasting with those indicated by the subject's own previous responses.

Three major hypotheses are being tested: (1) when White subjects respond to "stimulus persons" who are similar to or different from them in race, and similar to or different from them in values, they respond more in terms of values than of race; (2) when information about values is not provided, White subjects respond in terms of the assumption that Negro stimulus persons have different values; and (3) when the effect of value similarity-dissimilarity is pitted against same-different religion (Jewish-Christian) rather than same-different race, it should control less variance, since information about religion itself conveys information about values.

52. International Comparative Study of the Development in Children of Concepts and Attitudes about Their Own and Other Countries, *Henri Tajfel, Department of Social and Administrative Studies, Wellington Square, Oxford, England.*

The research problem is the interrelation between the development of concepts and other judgments concerning human groups perceived as different from one's own. It is hypothesized that the development of such concepts and the assimilation of information about other groups proceeds in terms of affective categorizations which make their appearance at a very early stage.

Tests, as far as possible of a non-verbal nature, have been administered to groups of children in several countries. The sample thus far has included children aged 7 to 11 in state schools in Oxford, Glasgow, Athens, Louvain, and Leiden. Several studies have been conducted, and the methods change from one to another. So far, children's concepts of political space in the world (size, distance, and orientation of countries) in relation to value judgments have been investigated. Through a specially designed experimental technique using photographs, the relation between preferences and assignment to one's own and other national categories has been studied.

The researcher reports that "already at the age of 6-7, consensus concerning preferences for various national groups is crystallized more clearly than any item of objective information concerning these groups. From that age onward, there is a highly significant relationship between assigning a human being into one's own national group and relative preference. This trend tends to decrease as a function of age, though it remains highly significant in all the age groups investigated."

53. Inter-racial Negotiations, *Harry C. Triandis and E. E. Davis, Department of Psychology, University of Illinois, Urbana, Illinois.*

The question "What variables of social perception and communication lead to greater effectiveness in inter-racial negotiations, joint problem solving, etc.?" forms the major focus of this study. Three hundred subjects were pretested with a variety of instruments, tapping both personality and attitude variables. Factor analysis was used to identify clusters of subjects who gave similar responses to the 142 variables measured. Subjects representative of each pole on each factor, and controls, were assembled in "caucus" groups so that the subjects in each caucus group represented the same factor. The caucus prepared a position on legislation that the city council of a hypothetical midwestern town should enact concerning "housing" and "schools."

Attitudes were scaled by Thurstone procedures on a continuum from maximally pro-civil rights (10) to minimally pro-civil rights (1). Position 10 advocated heavy penalties for non-compliance with complete integration in housing, and the use of buses to transfer Negro students to schools so as to obtain complete integration. Most subject groups agreed on positions ranging from 2 to 6. After the caucus experience, the subjects were divided into pairs and they negotiated with Negro confederates of the experimenters, who took position 10 and were willing to move only to position 8. The negotiations resulted in either complete breakdown or movement of the White subjects to position 8. Satisfaction with the outcome, perception of the Negro negotiators, and satisfaction with the experience measures were obtained after the negotiation. Furthermore, the subjects returned to their caucus groups and reported on the results of their negotiations. These results were judged by the caucus group as a whole on scales ranging from "complete success" to "complete failure."

The authors report that "preliminary analyses indicate that our pre-test variables predicted the caucus positions taken by the subjects with great precision. The analyses of the negotiation results, satisfactions, inter-personal perceptions, etc. are now in progress. A variety of additional instruments, not employed in the factor analyses, were used, tapping cognitive similarity (similarity in the meaning of key concepts) between the White and Negro subjects. From all this material we hope to be able to specify what variables of social perception and communication are the most important in inter-racial negotiations. The study will be extended to inter-cultural negotiations next year, with Indian students speaking different Indian languages, Japanese and American subjects, and Greek and American subjects. Eventually we hope to establish general laws concerning negotiations."

***54. A Survey of the Relative Effects of Public and Parochial Education on Intergroup Relations and Attitudes of Tolerance,** *James J. Vanecko, National Opinion Research Center, University of Chicago, 5720 S. Woodlawn, Chicago, Illinois 60637.*

The objective of this study is to examine the relationship between ethnic intolerance and a number of independent variables, and then to study the interrelationship between the independent variables and the dependent variable.

The author offers eight hypotheses to be tested: "(1)

amount of formal education will be inversely related to ethnic intolerance; (2) public education will have a stronger effect on attitudes of tolerance than will Catholic education; (3) downward vertical mobility will be directly related to ethnic intolerance; (4) people who are upwardly mobile into the upper middle class and upper class will be more intolerant than those who have been stable in the upper middle or upper classes; (5) people who are upwardly mobile in income level without a concomitant level of education will be less tolerant than those who have achieved a concomitant level of education and income; (6) authoritarianism will be directly related to intolerance and inversely related to level of education; (7) younger people, thus those who have been educated more recently, will be more tolerant than older people, those educated long ago; (8) those who have had a Catholic education will be more intolerant in the area of neighboring with Negroes than in other areas."

Selected elements of survey research data presently being collected by the National Opinion Research Center for a study on the Catholic population of the United States will be analyzed for this project. The data, gathered from approximately 3,000 Catholic households representing an aggregate of 5,944 Catholic adults, is to be computer processed and analyzed. The research was to begin in August 1964.

55. Development of Ethnic Awareness in Maori and Pakeha School Children, *Graham M. Vaughan, Department of Psychology, Victoria University of Wellington, Wellington, New Zealand.*

Subjects were 180 Maori and *pakeha* (White) children in urban areas with approximately the same Maori-*pakeha* ratio. Two experimenters were employed: the author (*pakeha*) and a graduate student (Maori). Picture and doll tests were used.

Dr. Vaughan suggests that the significant features of the research are: "(1) *Pakeha* children give evidence of early learning concerning the nature of ethnic attributes. At the same time, full awareness in terms of attaining an adult-like concept of race develops slowly. Knowledge of 'what makes a Maori a Maori' is relatively incomplete at six years of age, and yet surprisingly enough, attitudes of an unfavourable nature concerning Maoris are already being expressed. This, of course, could be construed as an indictment upon attitudes held by the *pakeha* adult community. (2) Maori children also learn something about matters of race at an early age, but with a rather different outcome relating to their concept of self. Undoubtedly the out-group is perceived as being attractive, even to the extent of the young Maori identifying with the *pakeha*. Such out-group identification on the part of minority group members has been observed in American studies. This is not true of the Maori of ten years of age. It could be argued that at this point the child is withdrawing into his ethnic in-group and is beginning to assume a defensive outlook likely to carry him into his adult days."

The study appears in *Race Relations: Six New Zeland Studies*, Ritchie (ed.), Victoria University of Wellington Publications in Psychology, No. 16, 1964.

56. Dynamics of Racial Discrimination: A Replication, *Robin M. Williams and Richard Troischt, Department of Sociology, Cornell University, Morrill Hall, Ithaca, New York 14850.*

This study has been designed as a partial replication, clarification and extension of the study by Robert Hamblin ("The Dynamics of Racial Discrimination," *Social Problems*, Volume 10, No. 2, Fall, 1962, pp. 103-121 [abstract on p. 6, *Research Bulletin on Intergroup Relations*, 1963]. The present authors hypothesize that the major factor in the tendency to discriminate is social pressure from family and friends.

The sample consists of 237 students enrolled at Cornell University in the Spring semester, 1963. Questionnaires obtained from the respondents' designated friends and family are compared with the respondents' perceptions of their attitudes to check the hypothesis.

BRIEF NOTES

57. Evaluation of Peace Corps Program Impact in Peru, *Henry F. Dobyns, Department of Anthropology, Cornell University, Ithaca, New York 14850.*

Participant-intervention and participant-observation in a range of rural communities in Peru, combined with community-level surveys of community services, have been undertaken to study the effect of volunteer advocates of change in rural Indian villages.

***58. Project Consensus,** *Stuart C. Dodd, Department of Sociology, University of Washington, Seattle 5, Washington.*

Controlled experiments to change opinions and preferences towards consensus were designed. The experiments involve pre-polling, and post-polling, with intervening discussions of differences. In pre-testing with five college groups and national conventioneers the experiments proved effective.

***59. The Impact of an International Exchange Program,** *Heinz A. Gechter, Carl Duisberg Gesellschaft, 5 Köln, Kaiser Friedrich Ufer 41, West Germany.*

Individuals who participated in an exchange program with an American university over a period of five years are being tested and interviewed. Questionnaires have been administered to each (German) program participant, and to his American employer, lecturer (college and university) and group leader. An attempt is being made to determine what qualifications in a participant most favorably impress the host family, employer, and educator, and what personalities have the best opportunity of succeeding in a program of international exchange and education.

60. Negro and White Teachers: A Comparative Study, *David Gottlieb, Department of Sociology and Education, Michigan State University, East Lansing, Michigan.*

In a sample of 90 teachers from six public elementary schools in an industrial midwest city, significant differences were found between Negro and White teachers' attitudes, perceptions, backgrounds, and feelings toward jobs and students.

***61. Attitude Changes Measured by the Semantic Differential Method During an Emergency,** *Kazuo Hara, International Christian University, 1500 Osawa, Mitaka, Tokyo, Japan.*

This is a study of social attitudes. Subjects were American, Japanese and Chinese students at the International Christian University. Responses to questionnaires were analyzed by nationality, sex, length of college education, and length of contact with other nationalities. The first part of the study was published in *Educational Studies*, 1963, volume 10, pp. 59-69 (put out by the University).

62. Studies in the Nature of Prejudice, *P. E. Josselin de Jong, Institute of Cultural Anthropology, Stationsweg 242, Leiden, Holland.*

Dr. de Jong reports that several studies on the nature of prejudice have been undertaken by his students and colleagues at the Institute.

63. Adjustment of Blind Persons, *Irving F. Lukoff, Graduate School of Social Work, University of Pittsburgh, Pittsburgh 13, Pennsylvania.*

Attitudes toward blind persons were shown to be related to other attitudes and to other characteristics of blind persons.

The latter, however, are functions of a number of factors indicating that the degree of focus on roles, whether specific or diffused, is possibly related to the organization of attitudes. Evidence is presented that attitudes influence the adjustment of blind persons.

64. Components and Correlates of Attitudes Toward Blind Persons, *Irving F. Lukoff, Graduate School of Social Work, University of Pittsburgh, Pittsburgh 13, Pennsylvania.*

Attitudes toward blind persons are viewed as a species of attitudes toward role incumbents, raising a series of questions of import for blind persons. Attitudes are viewed as composed of a series of independent dimensions rather than a unitary "pro-anti" attitude. These dimensions were isolated and shown to be differentially related to other kinds of attitudes.

65. Some Correlates of Two Important Dyslalias, *Frank F. Milos, School of Social Work, Portland State College, Portland 7, Oregon.*

A survey was made of studies bearing on the hypothesis that dialects are the basis of social conflicts, discrimination, personality problems, and educational problems in a complex interrelationship. The study revealed that the relationship exists, is likely to continue, is of great magnitude, and is treatable with new approaches.

66. Changes in Ethnocentrism, *Eugene B. Nadler, Case Institute of Technology, 10900 Euclid Avenue, Cleveland 6, Ohio.*

Complete data on changes in ethnocentrism and several other ideological variables was obtained from 41 college student leaders attending a 5-day sensitivity training and leadership development laboratory. Statistically significant changes were recorded on the F Scale, the E Scale and a conformity scale, although the actual magnitude of the changes was minor. No changes were recorded in another variable: rugged individualism.

***67. Social Mobility and Prejudice,** *Melvin Seeman, Department of Sociology, University of California, Los Angeles 24, California.*

This study is a replication of the author's earlier work (with Silberstein) on the effect of mobility on prejudice, with mobility and attitude toward mobility controlled. A random sample drawn from the male work force of Malmö, Sweden, is to be interviewed and administered a Bogardus Social Distance Scale to test the hypothesis that "mobility *per se* is not productive of prejudice — one must take into account the commitment of the individual to mobility values."

*68. **Effects on Attitude Toward Source and Concept of Extended, Intense Metaphors in the Conclusions of Persuasive Speeches,** *John W. Bowers, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

69. **Influence of Delivery on Attitude Change Toward Source and Concepts,** *John W. Bowers, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

The study will appear in a forthcoming issue of *Speech Monographs.*

70. **Language Intensity, Social Introversion, and Attitude Change,** *John W. Bowers, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

The study appears in *Speech Monographs,* XXX, November 1963.

71. **Attitude Change as a Function of the Relevance of Communications and Their Sources to Frustrating Experiences,** *Carl W. Carmichael, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

72. **Autonomic Correlates of Attitude Change,** *Gary Cronkhite, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

73. **Frustration and Language Intensity,** *Carl W. Carmichael and Gary Cronkhite, Division of Television, Radio and Film, State University of Iowa, Iowa City, Iowa.*

This study deals with attitude change; it will appear in a forthcoming issue of *Speech Monographs.*

74. **Further Change in Attitude Toward the Negro in a Southern University,** *Wayne H. Holtzman, Dean, College of Education, The University of Texas, P.O. Box AA, University Station, Austin, Texas 78712.*

75. **Prejudice and Counseling Effectiveness,** *Robert L. Milliken, Department of Education, School of Humanities, Social Science, and Education, Purdue University, Lafayette, Indiana 47907.*

This study can be found in the March, 1965 issue of the *Personnel and Guidance Journal.*

****76. The Role of Community Pressures in the Genesis of Psychiatric Disorders,** *David Franc Ricks, Department of Psychological Foundations and Services, Teachers College, Columbia University, Box 181, New York, New York 10027.*

A group of Negro adolescents with psychiatric disorders will be studied to determine what, if any, role was played by community pressures (exclusion, etc.).

***77. Development of Attitudes Toward Negroes and Jews in Adolescence,** *Gertrude Selznick, Survey Research Center, University of California, Berkeley, California.*

The sample includes the entire 8th, 10th, and 12th grade populations of three urban school systems.

***78. Religious Beliefs and Images of the Jew,** *Gertrude Selznick, Survey Research Center, University of California, Berkeley, California.*

The effect of Christian dogma on anti-Semitism is being studied. The sample is taken from Protestant and Catholic church rolls in a metropolitan area.

79. Message Intensity as a Variable in the Application of the Congruity Hypothesis, *Wendell L. Thompson, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

This is a study in attitude change.

80. Attitude Change as a Function of Specificity of Referent in Persuasion, *John Vohs, Division of Television, Radio, and Film, State University of Iowa, Iowa City, Iowa.*

C. METHODOLOGICAL CONSIDERATIONS IN ATTITUDE RESEARCH

***81. Slanted Interviews,** *Johanna Brawley and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

An attempt to control for social desirability in interview responses is being made by making it easier for the subject to voice unfavorable answers. This approach involves asking leading questions slanted in an unfavorable direction. The content of the questions vary along a variety of dimensions enabling the interviewer to present questions about Negroes so that the intent of the interview is not known to the subjects. Preliminary work is directed toward establishing the content of the questions and scoring of the responses obtained.

This is part of a larger study on the conceptualization and measurement of attitude.

***82. Differential Memory,** *Jack Brigham and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

This approach to estimating attitude strength is based upon the possibility that task performance involving attitudinally relevant materials will be influenced sufficiently to serve as an attitude indicator. This has generally been assumed to be the case with regard to memory, and the relationship is commonly asserted as a fact in textbooks. In preliminary studies the researchers have failed to replicate earlier studies on which the generalization was based.

They are now attempting a new approach using the principle of selective attention. The subjects are presented material to read. Imbedded in the material are favorable and complimentary remarks as well as unfavorable and derogatory ones about Negroes or race-related issues. Half the statements are plausible, half implausible. The passages are rather lengthy and are read under speed pressure. A test has been devised to determine whether the subject can recognize statements which were included in the passage and those which were not. Preliminary work is proceeding with the selection of appropriate passages and with evaluation of the test instrument preliminary to involving, in the situation, subjects whose attitudes have been measured with other instruments.

This is part of a larger study on the conceptualization and measurement of attitudes.

***83. Binocular Rivalry,** *Edward Clifford, La Rue Brown, Nicholas Reuterman and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

Paired stimuli difficult to fuse are presented by means of a troposcope. These are chosen in such a way that one of the pair has a different implication than the other with respect to either the character of Negroes or Negro-White relationships. The assumption is that the resolution of the binocular conflict will be a function of the subject's attitude. Work has been concentrated to date (3 pilot studies) upon the preparation and pre-testing of paired stimuli and on solving several technical problems including that of equating for eye dominance. Once these problems are solved, data will be collected from subjects systematically varying in racial attitudes.

This is part of a larger study on the conceptualization and measurement of attitude.

***84. Evaluation of Persons,** *Edward Clifford and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

Brief personality sketches are presented to the subject who is asked to rate them on (1) a number of adjective attributes selected from the semantic differential literature and (2) a number of items indicating social distance. Each personality sketch describes a person who is pictured from the front and side against a scale purporting to show height and width. Unknown to the subject, the personality sketches come in trios carefully matched by pre-test (277 subjects) on a number of variables. One of each trio is accompanied by the picture of a Negro, the other by the picture of a White person, and the third by a picture of a Japanese person. In the absence of pictures, the personality sketches are evaluated as equally acceptable. It is anticipated that anti-Negro subjects will make more unfavorable evaluations of sketches accompanied by Negro pictures than by White or Japanese ones. A preliminary examination of this hypothesis has been made. Approximately 77 subjects varying in racial attitudes have evaluated the personality descriptions. Difference scores based on pairs of equated personality sketches have been computed; this provides 48 difference score distributions, 16 Negro-White, 16 Negro-Japanese American, 16 White-Japanese American. The Negro-White difference scores and the Negro-Japanese American difference scores are highly correlated with racial attitude when the ratings are of persons having favorable personality characteristics.

An additional 77 subjects from the South have been tested with this instrument. The data are now in the process of analysis.

This is part of a larger study on the conceptualization and measurement of attitude.

***85. Informational Estimates,** *Edward Clifford and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

The subject is asked to choose one of a number of possible answers to factual questions. For almost everyone the answer must be a guess since the information is either unfamiliar or the facts are not known. Since certain answers have derogatory a methodological study on the semantic differential. It was hypothesized that negative attitudes which are socially tabooed (in Germany at present, anti-Semitic attitudes) will hardly be expressed by subjects when an adjectival form of scales is used. Subjects would express such attitudes more freely when a comparable noun form is presented.

The methodology involved the administration of a German language form of the Semantic Differential, standardized by the author. The critical concept judged was "the Jews."

The researcher reports: "The hypothesis was supported. Adjectival judgments are of the type 'to attribute' and are more open to conscious control than norm judgments which can be understood as similarity judgments with less ego involvement. The group difference between adjectival and noun judgments can be interpreted as a measure of conflict between two opposed reaction tendencies toward a social group or issue."

86. A Brief Report on the Methodology of Stereotype Research, *Howard J. Ehrlich and James W. Rinehart, Department of Sociology and Anthropology, State University of Iowa, Iowa City, Iowa.*

This study investigated the characteristics of the "stereotype check list," the instrument typically employed in the study of intergroup stereotypes. A specimen group of undergraduates was tested with two forms of a questionnaire. One form contained a list of 84 adjectives taken from the original Katz-Braly check list; the other was open-ended. Each form employed as targets: Turks, Russians, Negroes, Japanese, Alorese, Jews, and Americans. Half the students were given the check list; half, the open-ended format. Two hypotheses were tested and confirmed: (1) check list respondents assigned more traits and showed greater consensus than those responding to the open-ended format; (2) the two formats produced different listings of traits. The findings displayed the major deficiencies of *inadequate* answer formats: their failure to elicit new answer options and their tendency to elicit "meaningless" answers. This research strongly suggests that check list studies may have contributed to the prejudice literature biased accounts of the distribution, acceptance, and content of intergroup stereotypes.

87. Instrument Error and the Study of Prejudice, *Howard J. Ehrlich, Department of Sociology and Anthropology, State University of Iowa, Iowa City, Iowa.*

In this study a significant source of instrument error in one of the traditionally used question formats of prejudice research has been identified. It is shown that (1) such errors are specific to certain item contents and to certain answer options; (2) qualified answer options can evoke meaningful and circumspect usage; and (3) respondents are more dissatisfied with the forced response format than the qualified response format. While this study can not provide a precise estimate of the magnitude of instrument errors, it does suggest that the forced response format overstates the degree of acceptance of prejudiced statements. These differences may account, to some extent, for the low (or only moderate) correlations that have been obtained between most measures of prejudice and other variables.

88. The Semantic Differential as a Tool for Measuring Attitude Conflict, *Suitbert Ertel, Psychologischer Institut der Universitat, 44 Muenster/Westfalen, Rosenstrasse 9, West Germany.*

The hypothesis which is of interest in this study was part of a methodological study on the semantic differential. It was hypothesized that negative attitudes which are socially tabooed (in Germany at present, anti-Semitic attitudes) will hardly be expressed by subjects when an adjectival form of scales is used. Subjects would express such attitudes more freely when a comparable noun form is presented.

The methodology involved the administration of a German language form of the Semantic Differential, standardized by the author. The critical concept judged was "the Jews."

The researcher reports: "The hypothesis was supported. Adjectival judgments are of the type 'to attribute' and are more open to conscious control than norm judgments which can be understood as similarity judgments with less ego involvement. The group difference between adjectival and noun judgments can be interpreted as a measure of conflict between two opposed reaction tendencies toward a social group or issue."

***89. Instrumentation For and Extension of Validation Studies on a Theory of the Structure of Belief Systems,** *Russell Figert, Public Information Services, Ad. 209, Ball State Teachers College, Muncie, Indiana.*

The theory under consideration is that of Milton Rokeach and his associates (*The Open and Closed Mind,* 1960). Dr. Rokeach presents validation evidence, obtained in studies with college students and adults; the present study is an attempt to extend the range of validation evidence to include a different age group and a wider range of population, in terms of socio-economic background and intelligence. There are two main phases; the first is the adaptation of the Rokeach Dogmatism Scale, Form E (for use with adults) to the concept and vocabulary level of children in intermediate elementary school grades. This phase includes the obtaining of expert opinion on the appropriateness of item adaptations and a trial with a sample population to obtain empirical evidence on Scale reliability and individual item discriminating power. A pilot study on the instrumentation phase of the project indicated that it may be possible to develop for use with children a summated-rating type of Scale that has a moderate amount of internal consistency. Should the investigator be successful in developing a Scale, the second phase of the study will be possible.

The second phase involves a comparison of groups drawn from a sample including all 500 children in intermediate elementary grades in a small central Indiana city. The groups are to be composed of pairs matched on the basis of age, sex, intelligence, etc., but differing on Scale scores. The comparison is to be made on a behavioral criterion based on the theory from which the Scale is derived.

***90. Photograph Release Test,** *James A. Green and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

This is an attempt to develop a standardized "real life" situation in which subjects are given the opportunity to pose for photographs being used in textbooks. Some of the photographs involve the social group which is the attitudinal object (i.e., Negro), while an equal number of matched photographs include only persons from the subject's own group. It is based upon a test originally described by DeFleur and Westie.

Two pilot studies have shown clear differences in the behavior of equalitarian and anti-Negro subjects. This has encouraged the researchers to continue working with this technique and to test its validity on a wider scale. A group testing version of this test has been constructed and has been used with a pilot group. A validity study will be conducted against a criterion of membership in groups differing in racial attitudes.

This is part of a larger study on the conceptualization and measurement of attitude.

***91. Person Reaction Test,** *Simon Gottlieb and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

An attempt is being made to develop a standardized test involving overt behavior toward Negroes who are physically present in the situation. This involves the development of one or more apparently "real life" situations which require the subject to choose between avoiding and not avoiding contact with the Negro. In order to reduce the probability that the subject's behavior may be influenced by characteristics of the person other than his group membership, the confederate in the test situation will be someone not personally known to him. In order to draw inferences about attitude from observed behavior, it will be necessary to parallel the test situation with another involving a stranger of the subject's own racial group.

Preliminary work has involved two aspects: (1) Selection of test situations, and (2) An investigation of observational procedures and classification of behaviors. Pilot work with this procedure is continuing.

This is part of a larger study on the conceptualization and measurement of attitude.

***92. Interpretation of Incomplete Scenes,** *Roy Herrenkohl and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

The subject is presented with a problem solving task utilizing scenes in which persons are portrayed interacting with one another. In the early stages of the test the scenes are very incomplete; as the test proceeds, more of the scene is filled in. A preliminary study has supported the expectation that anti-Negro persons would see ambiguous interracial scenes as involving unfriendliness and conflict. A revision of the scenes was based upon this study. This revision has been administered to each of two groups of 200 subjects each, one located in the South and one in the Northeast. Subjects in each group varied widely in their self-described attitudes toward Negroes. The relationship between interpretation scores and attitude will again be studied and if this is sufficiently strong, the ability of the test to differentiate criterion groups will be investigated.

This is part of a larger study in the conceptualization and measurement of attitude.

93. Judgments of Favorableness of Statements, *Claire Selltiz, City University of New York, New York, New York, and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

This is a measure in which inferences are drawn from judgments of favorableness of material related to Negroes. The nature of the inference is that judgment, being relative to some reference point, varies as a function of "anchors" established by one's own attitude.

Two larger-scale studies have shown that ratings of favorableness of statements about an attitudinal object are influenced by the judge's own attitudinal position as indicated by membership in a criterion group. A revision of the items was based on the first study. A final form of the test is now available. Three papers have been prepared; one describing the first study has been published (Zavalloni, Marissa and S. W. Cook, "Influence of Judges' Attitudes on Ratings of Favorableness of Statements About a Social Group," *Journal of Personality and Social Psychology*, 1965, 1, 43-54.); an article describing the second study and one dealing with a methodological problem have been submitted for publication.

94. Judgments of Plausibility of Arguments, *Claire Selltiz, City University of New York, New York, New York, and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado 80304.*

Arguments for and against integration are rated by the subject for convincingness or plausibility. Correlational studies showed that such judgments are highly correlated with own attitude position as indicated by a self-report attitude inventory. A paper reporting these findings is in press (Waly, Patricia and S. W. Cook, "The Effect of Attitude on Judgments of Plausibility," *Journal of Personality and Social Psychology*, in press). More recently this test has been administered to 534 subjects known to differ in attitude: 241 in the Northeast, 199 in the Rocky Mountain area, and 94 in the Border South. A strong and significant relationship between judgments and criterion group membership was found. A paper reporting these findings has been submitted for publication.

***95. Some Advantages in the Use of Primitive Methodology and Volunteer Help in Sparking Community Interest,** *Bulkeley Smith, Jr., Department of Sociology, Mount Holyoke College, South Hadley, Massachusetts.*

The hypothesis of this study was that "for simple surveys the use of exceedingly simple data gathering and data handling methods by large numbers of volunteer workers in the early stages of a community action program will (1) cut costs,

(2) weld the participants more firmly to the proposed program, (3) turn some marginal volunteers into active participants, (4) provide considerable grapevine publicity of a highly favorable nature to the project." Dr. Smith set up a schedule on conditions and attitudes of Negroes, and trained 50 interviewers who then interviewed 107 out of the 134 Negro families in Holyoke, processed the data by hand, published the report and observed the situation throughout. At the time the report was sent in, the findings appeared to be in agreement with the hypothesis.

***96. Multifactor Racial Attitude Inventory,** *John Woodmansee and Stuart W. Cook, Behavior Research Laboratory, Institute of Behavioral Science, Building 3, University of Colorado, Boulder, Colorado, 80304.*

This is an instrument containing a variety of attitudinal statements tapping beliefs, feelings, policy positions, expressions of social distance, etc. Two revisions of an inventory originally developed by Collins and Haupt have been given respectively to 630, 609, and 534 subjects, and have been subjected to factor analytic procedures. A fourth version of the inventory is now under study.

Out of this work have come six quite stable factors, having to do with (1) integration-segregation policy, (2) acceptance of Negroes into close residential and private relationships, (3) beliefs about Negro inferiority and the appropriateness of having the Negro in low status relationships to the White, (4) more subtle derogatory beliefs such as acceptance of Negro-White equality accompanied by convictions about the Negroes' lack of readiness to practice self-control. The remaining factors are somewhat different. One of them has to do with the superiority or potential superiority of the Negro. The second has the theme of lack of self-consciousness or ambivalence in relations with Negroes. There is some hope of finding in one or both of these factors a "correction" scale to remove the influence of social desirability on self-report scores. A further revision has been made and the instrument is being administered to a number of subjects in the North and in the South.

This is part of a larger study in the conceptualization and measurement of attitude.

97. Demand Characteristics of the Experimental Situation as a Factor Influencing the Outcome in Studies of Attitude Change, *Susan Roth Sherman, School of Public Health, UCLA, Los Angeles, California.*

The purpose of this study was to show that effects commonly attributed to experimental variables (in attitude experimentation) and to the interaction of these variables with personality characteristics, may result from subjects' expectations regarding the experimenters' hypothesis. Subjects in psychological experiments on attitude change, it was suggested, are responsive to cues indicating the experimenter's hypotheses, as well as to the communicated message. Finally, it was hypothesized that subjects high in other-directedness are more responsive to cues than are those who are low in other-directedness.

These hypotheses were confirmed. Cues, it was found, can be both extrinsic and intrinsic to the communication. The methodology included pre-testing (on attitudes toward Negroes), reading of communications, and post-testing.

98. An Approach to the Measurement of Interracial Tension, *Shirley A. Star, 5464 S. Cornell Ave., Chicago, Illinois 60615.*

This study, actually carried out in 1949-50, appeared for the first time in Ernest W. Burgess and Donald J. Bogue (eds.), *Contributions to Urban Sociology,* Chicago: University of Chicago Press, 1964, pp. 346-372.

BRIEF NOTES

99. Attitudes of Research Workers Towards Value Systems of Refugees Being Studied, *Gutorm Gjessing, Etnografisk Museum, University of Oslo, Frederiks gate 2, Oslo, Norway.*

D. ATTITUDES TOWARD SEGREGATION AND DESEGREGATION

FULL REPORTS

***100. Attitudes and Prejudice on Campus,** *May Parish, Department of Sociology, Berry College, Box 583, Mt. Berry, Georgia.*

A questionnaire dealing with attitudes toward integration of school, dorm, dining halls, etc., was administered to 10 per cent of each class at Berry College to survey campus attitudes and prejudices. The hypotheses were: (1) college freshmen are more reluctant to integrate than upper-classmen; (2) the source of attitudes toward race comes more from home than from education; and (3) that education greatly modifies attitudes towards race.

The data were being tabulated at the time of the report.

101. Student Attitude Survey, *May Parish, Department of Sociology, Berry College, Box 583, Mt. Berry, Georgia.*

Data from questionnaires administered to approximately 15 per cent of the student body at Berry College to determine attitudes towards integration of the College revealed that the girls were much more "liberal" than the boys.

***102. Differential Attitudes to Jewish and Non-Jewish Students Concerning the "Negro Revolt,"** *Arlyne I. Pozner, Department of Sociology, Rutgers University, New Brunswick, New Jersey.*

The basic hypothesis of this study was: "Even in a relatively homogeneous liberal environment (a Northeastern residential women's college) Jewish girls will tend to express more favorable views concerning racial integration than will non-Jews. It is felt that the 'general' intervening variable between religion and attitude is a 'basic humanistic ethos.' This ethos is defined in terms of variables included in the questionnaire. It consists of (1) general liberal attitude as measured by favorable attitude toward foreign aid, peace with Russians, welfare state, and Medicare; (2) lack of authoritarianism, using sub-scales of Adorno *et. al.*; (3) enhanced parental liberalism, tendency toward the Democratic Party, and general interest and awareness."

Questionnaires were administered to 471 female students taking Introductory Sociology at Douglass College. Attitude toward integration was measured by a few open-ended questions, the social distance scale, score on the Negro sub-scale of the F Scale, the action and ideal action stated by the respondent in the sphere of Negro rights.

The initial findings are tentative, Jews are almost three times as liberal as non-Jews in matters concerning integration. There is no significant difference between non-religious Jews and religious Jews.

***103. Integration Attitude Differentials,** *Juliet Saltman, Department of Sociology, University of Akron, Akron, Ohio.*

The research is designed to yield data regarding differences in attitudes toward racial integration in five specific areas of community life: housing, employment, schools, public accommodations, social life. The sample is drawn from two age groups: students and their parents. The hypotheses are: (1) the younger age group will be more receptive to certain aspects of integration than the older age group; (2) those who have been exposed to church race relations programs will be more receptive to all aspects of integration; (3) lack of prejudice will be associated with resistance to certain types of integration, based on certain basic fears.

A questionnaire designed to reveal (1) basic data regarding socio-economic status, church affiliation, geographical background, neighborhood integration, etc., (2) basic fears regarding each of the aspects of integration, and (3) possible prejudice, has been constructed. Likert-type summated attitude scales have been developed for each area of integration and scores indicate intensity and direction of attitudes. Analysis of the data has just begun; early findings substantiate the first hypothesis.

104. Authoritarianism and Acceptance of Segregation, *Jack A. Shaffer, Department of Psychology, Humboldt State College, Arcata, California.*

This study dealt with the willingness of college students to accept segregated conditions for Negro players on their college football team; it was the outgrowth of an actual situation. Shortly after word had reached a Northern college that the Negro members of their football team had been fed and housed separately from the rest of the team in a Southern city where they were to play, 139 students enrolled in psychology classes at the college were enlisted as subjects for this study. Data were collected in regularly scheduled class periods, by the class instructors. Students were asked to vote on whether they would have accepted the invitation to participate, realizing the conditions, or rejected the invitations unless the conditions could be changed. They also completed a 29 item form of the F Scale.

Subjects voting to accept the invitation (73) achieved a mean F Scale score of 92.01 with a standard deviation of 16.71. Subjects voting for rejection (66) achieved a mean F Scale score of 94.36, with a standard deviation of 21.03. The difference between the means failed to even approach statistical significance. Further analysis of male acceptors vs. male rejectors and of female acceptors vs. female rejectors also failed to approach statistical significance. No support was obtained for the initial hypothesis that students willing to accept segregated conditions for the Negro team members would have higher F Scale scores than students who would reject participation under such conditions. In fact, those students accepting achieved lower F Scale scores than those rejecting, though this difference can be attributed to chance.

The author notes several weaknesses of the study which may have contributed to the negative findings. The study was hastily planned and conducted so the opportunities presented by the real-life situation might be exploited. Subjects were forced to make the dichotimized judgment of whether to participate or not, without eliciting additional data. In addition, there was inadequate control of a variable which could have been important: the use of regular classroom instructors to present the materials. Despite the explicit written instructions which were given by the investigator to the instructors, they may have varied in their mode of presentation, which could have engendered differing sets in the classes used.

BRIEF NOTES

105. The High School Student and Race Relations, *Atlee Beechy, Goshen College, Goshen, Indiana.*

Under Dr. Beechy's direction two students carried out this survey of the attitudes of 189 students, in the local public and church-related high schools, toward integration, segregation, etc.

106. Attitudes Toward Integration, *Lester Glick, Goshen College, Goshen, Indiana.*

A survey was made by Dr. Glick's students of attitudes toward integration in a sample made up of local townspeople and public high school students.

****107. An Examination of Attitudes to the Election of Negro Officials in Tuskegee,** *Eric Robert Krystall, Center for Research on Conflict Resolution, University of Michigan, 1100 E. Washington, Ann Arbor, Michigan.*

E. RELATIONSHIP BETWEEN PREJUDICE AND DISCRIMINATION

FULL REPORTS

108. Prejudice and Discrimination: Some Problems in Assessment and Control, *Richard Thompson, Department of Psychology and Sociology, University of Canterbury, Christchurch, New Zealand.*

Various theories about the relationship between prejudiced attitudes and discriminatory practices are discussed. The author points to the absence of reliable data about the extent and nature of racial prejudice and discrimination in New Zealand, and examines the situation in that country in terms of the findings of studies undertaken in Britain and the U.S. He concludes that two kinds of legal provision would be needed in his country to combat discrimination: (1) measures that would declare certain practices illegal and fix penalties in the hope that this would act as a preventive; and (2) the creation of some form of specialized agency or commission solely responsible for administering the statute and combating the discriminatory actions within its scope. "It would seem reasonable to suggest that the case for civil rights legislation in this country merits serious consideration. It may well be that despite the lack of such safeguards, as exist in Britain and the United States, legislation is not the answer for New Zealand. But if so, a thorough examination of the problem may reveal a suitable alternative."

The study appears in *Race Relations: Six New Zealand Studies,* Ritchie (ed.), Victoria University of Wellington Publications in Psychology, No. 16, 1964.

II. STUDIES IN THE CHARACTERISTICS, STRUCTURE, AND POSITION OF ETHNIC, RACIAL, RELIGIOUS, AND NATIONAL GROUPS

A. ETHNIC GROUPS

FULL REPORTS

***109. The Effects of Scholarship and Educational Aid to Adolescents in a Technical High School,** *Chaim Adler, Department of Sociology and the School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel.*

As part of a special scheme of educational advancement, scholarship and educational aid are given to students. Questionnaires are being administered to (1) Oriental students in a school with the program; (2) a control group of the students in the same school, but not receiving the aid; (3) Oriental and other students in schools without the project. The purpose is to examine differences in scholastic achievement, attitudes, orientations, and expectations.

110. Expectations, Images, and Behavior of Youth in a Slum Neighborhood of Jerusalem, *Chaim Adler, Department of Sociology and the School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel.*

Most of the youth in this neighborhood are of Oriental origin. The author hypothesized that "the social and cultural marginality on one hand, and references toward middle-class veteran Israeli society on the other hand, will lead to delinquency." Through open-end interviews with approximately one-quarter of the adolescents in the community, he found that the social conditions lead to apathetic deviance (retreatism), rather than to delinquent outbursts and organization. Delinquency-preventing factors (e.g., a family which does not break down, welfare state policies) lead to passive deviance.

111. The Social Integration of the School into the Life of the Immigrant Community It Serves, *Chaim Adler, Department of Sociology and the School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel.*

The focus of this work centers on the different value orientations of immigrant children in Israel. A sample of twenty classes, comprising 600 fourteen-year-old children (mostly of Oriental origin), was investigated. The sample included classes in both secular and religious schools of three ecological types: those serving lower class suburbs of the major cities, those in newly established towns, and those in newly established villages. A control group, composed of six classes (150 students) serving veteran, middle-class neighborhoods was also studied.

The investigation was concerned with pupils' attitudes toward the following value areas: labor, learning, leisure, citizenship, national orientations, and interpersonal relations. An assumption was made that the pupils from Oriental backgrounds were in a situation involving cross-pressures between a traditional home environment and a modern Western school system. Not only were they expected to be less value-oriented than the control group (though being exposed to the same school system) but also to have confused and contradicting value orientations.

Data were collected through questionnaires, teacher evaluations, sociometric and stereotype tests, classroom observations, and focussed interviews with a subsample of children and their parents.

The major findings supported the general assumption. Origin and length of stay, however, did not constitute the only sources of difference; the type of school was also important. The religious character of the school was found to be negatively correlated with the absorption of new values (i.e., pupils in more religious schools scored lower in the values investigated). The type of community (major city or smaller town) was in itself of no major importance in determining the degree to which new values were absorbed.

112. A Statistical Profile of the Spanish-Surname Population of Texas, *Harley L. Browning and S. Dale McLemore, Department of Sociology, The University of Texas, Austin 12, Texas.*

This report presents basic characteristics of the Spanish-surname population of Texas within four comparative contexts: (1) ethnic comparisons, (2) nativity and parentage comparisons, (3) time comparisons, and (4) interstate comparisons. The data were taken from published census reports and some special tabulations. The comparison with the Spanish-surname populations of four other southwestern states showed the Texas group to be decidedly inferior in terms of education and income. Comparison of the 1950 Spanish-surname population of Texas with the same group in 1960 showed progress in education, occupation, and income. The group has also generally improved its position relative to the Anglo and non-White groups. With respect to nativity and parentage, the most important and unexpected finding had to do with assimilation. It was assumed that assimilation, measured by the approximation of the group to the educational, employment, and income levels of the Anglo population, would vary directly with the average length of time in the U.S. This expectation holds to the extent that the foreign-born group is significantly below natives of native, foreign, or mixed parentage. The prediction fails, however, in that for the variables examined natives of native parentage are hardly different from natives of foreign or mixed parentage.

The most fundamental finding was that there is a very large gap between the Anglo population on the one hand and the non-White groups on the other. While important socioeconomic difference exist between the two minority groups, they are in almost no case as great as those between them and the Anglo group. Thus the pattern of dominance and subordination in Texas is fundamentally one in which the Anglo group is on one side and the two minority groups are on the other.

***113. Social Factors Influencing Learning in the Area Served by the 1st Edmonton District of the Alberta Teachers Association,** *B. Y. Card, Department of Educational Foundations (Sociology of Education), University of Alberta, Edmonton, Alberta, Canada.*

It was hypothesized that ethnicity was a factor influencing learning in this rural area. The methodology involved (1) analysis of the area's characteristics from census data and educational data; (2) a questionnaire survey of teacher perception of specific social factors; and (3) home interviews with samples of high, medium, and low achieving 9th grade pupils.

Several findings are reported: "(1) Ukrainian portions of the area have unusually high retention rates at the high school level. French Canadian and Metis-Indian portions tended to have below average retention rates. (2) Teachers viewed ethnicity as of relatively minor importance in learning at the classroom, school, and community level in Ukrainian portions of the area, but of greater importance in the part of the area having the larger French Canadian and Indian-Metis population. Teachers failed to associate Ukrainian ethnicity with high retention or high achievement, which was evident from census and educational data. Since the large proportion of teachers were themselves of Ukrainian ancestry, this lack of perceived association may be indicative of reverse prejudice or culturally induced 'blindness.' (3) Home interviews disclosed no significant association between school achievement and generation-Canadian of parent, non-English language speaking in home by parents, or non-standard English. Significant association was found, however, between other factors and achievement."

114. Voluntary Associations Among West Indian Immigrants in Montreal, *Don Handelman, Department of Sociology and Anthropology, McGill University, Montreal 2, Quebec, Canada.*

It was hypothesized that "voluntary associations would form a mechanism for education of incoming migrants into the way of life of the host society, in particular the establishment of relative class positions by immigrants, through interaction."

Data were collected on 13 voluntary associations, selected to give a spectrum of types. Composition (by nationality and ethnic group percentages), class, characteristics of officers, etc., were compiled. In four cases, interviews with officials and rank and file, plus participant observation were conducted to establish the salience of associational behavior as compared with familial or personal friendship links.

The study revealed that "voluntary associations among West Indians generally conformed with Warner's findings in Yankee City, regarding the correlations between associational behavior and class. But for West Indians this could not be interpreted as merely a learning of American class patterns. Class within Caribbean society is the major division among immigrants; associational behavior in Montreal accentuates the cleavage (especially between domestic servants and college students). This becomes especially serious when lower-class associations attempting social action are ignored by higher status West Indians. A case study of how middle-class leadership managed to vitalize a long dormant lower-class civil rights movement throws the problem into relief."

***115. A Study of the Italian Community of Philadelphia,** *E. P. Hutchinson, University of Pennsylvania, Philadelphia 4, Pennsylvania.*

This exploratory study is still in its initial phases. By means of interviews with a small sample of the immigrant generation, examination of local Italian-language newspapers, and search of ship manifests for the Port of Philadelphia, the author plans to investigate the process of arrival and settlement, and "get some check on the Australian chain migration theory."

***116. Components of Social Structure Among the Japanese Americans in Seattle,** *Fumiko Ikawa, Department of Anthropology, University of Toronto, Toronto 5, Ontario, Canada.*

It is hypothesized that "components" analogous to simultaneous components in linguistics may be found in extralinguistic behavior, and these components may help to delineate the Japanese community from the larger society and to describe the power structure within the community. Data will be gathered through standard ethnographical observations and a small number of structured questionnaires. Non-linguistic data is to be reduced into units analogous to leximes and mechanically analyzed.

***117. Women Without Men: Selected Attitudes of Some Cuban Refugees,** *John Mayer, Department of Sociology, University of Florida, Gainesville, Florida 32603.*

Four Purdue Master Attitude Scales were given appropriate attitude objects by this researcher, and were translated into Spanish. A combination personal data sheet and questionnaire (also in Spanish) was also developed. These five items, along with a cover sheet comprised the instrument administered to the respondents. A 12.5 per cent sample was used from a population of 3,701 Cuban refugee women (aged 18-55) without men in the Miami area. All respondents were on public assistance from the U.S. Department of Health, Education, and Welfare.

***118. Social Transformation of the Arab Village in Israel,** *H. Rosenfeld, Department of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

This field project investigates the ongoing social changes in Arab village peasant society. The breakdown of family, lineage, and occupational structures along with their effect on traditional values are being analyzed in the framework of the extensive proletariat that has formed in the villages, of the minority group status of the Arabs, and of the political and social controls of the modern State of Israel.

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119. Ethnic Differences in the Effectiveness of Incentives, *Thomas Storm, Department of Psychology, University of British Columbia, Vancouver 8, British Columbia, Canada.*

It was hypothesized that Indians, as compared to White middle-class children, would perform better for material than for non-material rewards. Twenty-two Indian, 22 middle class, and 22 working class children were used as subjects; within each subcultural group, children were randomly assigned to material or non-material conditions, and were given trials in a concept-learning task with candy or a light flash following correct choices. Indian and lower-class children performed less well than middle-class children under conditions of non-material reward; with material rewards, there were no significant differences.

***120. Psychological Characteristics of Indians,** *Daniel Sydiaha, Department of Psychology, University of Saskatchewan, Saskatchewan, Canada.*

"There is a widely held view that Indians (as distinct from non-Indians) are less ambitious, responsible, hard-working, etc. The purpose of this research is to document the nature of Indian, non-Indian differences." The major hypothesis is that there are no differences in psychological characteristics, except those stemming from prejudicial discriminatory policies of the dominant non-Indian majority.

Following regional sampling of both populations in northern Saskatchewan, attitude questionnaires, Thematic Apperception tests, measures of intelligence, creativity, and achievement were administered. Preliminary findings support the hypothesis. "An unexpected trend in results, however, is that regional differences are significant for both the non-Indian as well as the Indian samples."

121. A Study of New Immigrants' Smallholders' Cooperative Settlements: Moshav Olim, *D. Weintraub, Z. Benzimra, T. Honig-Parness, H. Wiehl, and M. Lissak, Department of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

This project is planned for a five year period and was designed to include a 20 per cent sample (fifty-six villages) of all the new immigrant moshavim in the country, stratified according to main ethnic groups, length of settlement, and type of farm. Within this study, interest is chiefly focused on: (a) the analysis of the sociological implications of the moshav structure as such, and of the economic, social, ideological, and organizational expectations of those responsible for its maintenance; (b) the predispositions brought to the situation by the various groups of settlers in all the spheres of activity constituting the moshav pattern; and (c) the actual confrontation and adjustment between the two, as mediated by processes of selection and allocation of the settlers, by communication with them, and by possible differential modifications in the absorptive framework itself, modifications calculated to meet the qualities and aspirations of various immigrant groups as well as specific local conditions.

"The project attempts to study the way in which the confrontation of the normative pattern with differential supply of resources may create a stochastic process of mutual adjustment, resulting in the evolvement of new behaviour patterns and norms. Within this general scheme, special attention was paid to the areas in which the settler himself was the expected supplier of the resources—namely manpower, know-how, social interaction, organization, and motivation. A detailed model of immigrant predispositions in relation to the moshav structure was formulated in order to inquire into and predict from the variables controlling the differential patterns of supply in these areas."

BRIEF NOTES

****122. Youth Culture in Oriental Jewish Neighborhoods in Israel,** *Chaim Adler, Department of Sociology and the School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel.*

***123. The Sac and Fox Indians of Iowa,** *J. H. Ennis, Department of Sociology and Economics, Cornell College, Mount Vernon, Iowa.*

124. Ethnological Research Among the Rathva Koli, Chhota Udaipur Taluka, Braoda District, Gujarat, *Josef Haekel, Institut für Völkerkunde of the University of Vienna, Vienna I., Universitätsstrasse 7, Austria.*

Intergroup relations were touched upon in regard to a development program of the Indian Government started last year among the Rathva Koli, a subgroup of the Bhilala tribe.

125. Levels of Aspiration of High School Indians, *Herrington Hek, Wayne State University, Detroit, Michigan.*

A sample of all Indian boys in all reservation junior and senior high schools in Montana was studied to determine the levels of their educational and occupational aspiration. The study was reported to be completed, with a possible publication date in the summer of 1964.

126. The Australian Aborigines, *F. L. Jones, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The commentary was prepared for *The Atlas of Australian Resources,* Department of National Development, Canberra, 1964.

127. Italians in the Carlton Area: The Growth of an Ethnic Concentration, *F. L. Jones, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appears in *Australian Journal of Politics and History,* Volume X, April 1964.

***128. Special Study of Irish and Irish-Americans,** *Alfred McClung Lee, Department of Sociology, Graduate Division, Brooklyn College, City University of New York, Brooklyn 10, New York.*

***129. Research on Manobo Culture in Kulaman Plateau, Cotabato, Island of Mindanao,** *Marcelino Maceda and Rogelio Lopez, Department of Anthropology, University of San Carlos, Cebu City, Philippines.*

The project is supported by the University of San Carlos, the National Science Development Board, the Commission on National Integration, and the German Research Association. A team is presently in the field.

***130. West Indian Immigration into Montreal,** *Richard F. Salisbury, Frances Henry, and Donald Handelman, Department of Sociology and Anthropology, McGill University, Montreal 2, Quebec, Canada.*

One part of this project is a study of "Domestic Servants in Montreal," being done by Dr. Henry.

***131. Motivation Research: Indian Children,** *Thomas Storm, Department of Psychology, University of British Columbia, Vancouver 8, British Columbia, Canada.*

A battery of group and individual tests of personality and motivation were administered to 300 British Columbian Indian children aged 11-14 in four communities. The data is being analyzed.

***132. Ethnic Differences in Concept Formation,** *Thomas Storm, Department of Psychology, University of British Columbia, Vancouver 8, British Columbia, Canada.*

Indian and White children will be compared on a simple concept task with a reversal or non-reversal shift, and on other tasks varying in complexity.

***133. Ethnic Differences in Cognitive Development,** *Thomas Storm, Department of Psychology, University of British Columbia, Vancouver 8, British Columbia, Canada.*

The relative effectiveness of two methods of training for tasks of Piaget's conservation type will be investigated in Indian and White children.

B. RACIAL GROUPS

FULL REPORTS

134. Report to the Citizens Advisory Committee: Structuring and Functioning of the Status of Negro Citizens in Norfolk, *John T. Blue, Jr., Citizens Advisory Committee for the City of Norfolk, 6318 Glenoak Drive, Norfolk, Virginia.*

This report contains a discussion of the structuring and functioning of the Negro community, a survey of race relations in the city, a survey of accommodations, trends, and the civil status of Negro citizens, and an evaluation of the public and its responses to the committee. The data were gathered by participant observation, interviews, and review of records. Some changes are noted: accommodations are somewhat uncertain; there has been some improvement in job opportunities. There is considerable articulate workmanship between the Negro leadership and the power structure. No White segregation groups are openly opposed to changes in patterns of race relations.

135. The Negro in Syracuse: His Education, Employment, Income, and Housing, *Alan K. Campbell, Metropolitan Studies Program, The Maxwell School, Syracuse University, Syracuse, New York 13210.*

The purpose of the report is to present and analyze the community characteristics that produce tensions. Analysis was based largely on 1960 census data. Some of the essential findings are summarized as follows: A major element in the development of a Negro problem in Syracuse has been the rapid growth of the Negro population in recent years — almost three times the national rate in the period 1950-1960.

While the relatively better-off Whites have been moving to the suburbs, lower-income Whites and non-Whites have been replacing them in the central city. The Negro population is highly concentrated in a few areas. In view of the total Negro population increase in the years 1950-1960, the degree of segregation has probably increased. The belief that this Negro concentration is due to their inability to pay sufficient rent is not supported by the facts, since the average Negro rental is $78 per month locally, as compared with the average $80 paid by all renters. The relocation due to urban renewal has not substantially altered the residential pattern of the city, since the majority of Negro families have either remained in the same area or moved to contiguous areas. Syracuse also has the lowest percentage (barring New York City) of Negro owner-occupied housing in the state, and (with no exceptions) the lowest ratio of non-White to White ownership. The condition of houses owned or rented by Negroes also compares unfavorably with the White community in Syracuse and with Negro communities in other upstate cities.

The local unemployment rate for Negroes is double that of Whites. Though the annual median income of Negroes in Syracuse is considerably higher in comparison to White annual median income than in the nation as a whole — and the highest of any central city in New York — it is still 22 per cent lower than White median income. In terms of education, the non-White median of school years completed is 8.7; the White, 11.1.

Although the number of Negroes in professional occupations is disproportionately small, the number who have moved from the service into the operative category is encouraging. "In its hiring of non-White teachers the Syracuse Public Schools have set an example which might well be emulated. And finally, the relatively small size of the Negro community — about five per cent of the population — makes possible accomplishments and progress which would be much more difficult in other cities."

***136. Study of Youth Corps Project, Participants,** *Harris Chaiklin, School of Social Work, University of Maryland, 721 West Redwood Street, Baltimore 1, Maryland.*

Interviews are being conducted with 125 Negro boys and girls aged 16-18 from families with under $3,000 income, who worked in a Youth Corps Project last summer, and with 80 who qualified but did not work because there was no room. Various concepts will be related to work (non-work) as a dependent variable, including delinquency proneness, values, opportunity perception, and attitude to the White community.

***137. The Ethnological Survey of Egyptian Nubia,** *Robert A. Fernea, Social Research Center, American University in Cairo, 113 Sharia Kasr el Aini, Cairo, U.A.R.*

The overall objective was to complete a descriptive analysis of the Egyptian Nubian community, based on research undertaken in advance of the relocation of native Nubian villages which was necessitated by the construction of the High Dam at Aswan and completed in 1963. Many Nubians live in the cities of Egypt and the villages have for a number of years depended on contributions from these migrants. Thus the study included three community studies in Nubia, an ecological survey of Nubia, a sociological survey of Nubians living outside of Nubia based on a stratified random sample of migrants, and study of a previously resettled Nubian community near Aswan. The project involved a number of scholars each responsible for individual studies, some of which were organized in terms of formal hypotheses, but the majority of which were descriptively oriented. One of the concerns was the relationship between the Nubian ethnic minority and the Egyptian community at large, particularly with respect to problems of social change. The methods of study ranged from participant observations to formal interviewing based on random samples.

Some preliminary findings will be presented shortly in a book of essays based on a symposium on contemporary Nubia held last January. The collection of papers is now being edited for publication; a number of monographs are also in preparation.

***138. A Study of the Negro in Chico: 1964,** *James O. Haehn, Department of Sociology, Division of Social Sciences, Chico State College, Chico, California.*

The basic problem has been to develop a body of reliable information concerning the number, occupation, family characteristics, etc., of the Negro population of Chico. Interviews were conducted with an individual from most of the Negro families, at their homes. Of a total known population of 62 Negro families, 53 were interviewed. Repeated attempts to locate the other 9 families did not prove successful. Information was obtained relating to the ages, previous residence, occupation, education, etc. of all residents in the household. A three-page interview schedule was used by pairs of interviewers.

Two hypotheses were being tested: (1) that the Negroes living in this medium sized Northern California city would differ significantly from the general Negro population of California along several of the social dimensions (age, education, length of residence in California, size of family, family stability, etc.); (2) that these differences would exist such that the Negroes in Northern California would be educationally and economically more advanced, would be subject to less discrimination, and be generally more conservative than elsewhere.

Analysis of the data has begun. Thus far it has been found that the mean income of Negroes in Chico was higher than that for Negroes in the state as a whole. The median level of education of adults was slightly higher than for Negroes in the state, but the proportion unemployed was greater. Similarly, the proportion of home owners was less, while that of renter occupied homes was greater. Further work is to be done in the future to compare the data with other material and interpret it.

139. Social and Economic Conditions of Negroes in Greater Little Rock, *George I. Henry, The Urban League of Greater Little Rock, 914 Gaines, Little Rock, Arkansas.*

Students from several local colleges assisted in field work, conducting interviews with business, civic and social leaders, clergy, school officials, and housing and urban renewal representatives. The study was designed to assess the occurrence and classification of Negro employment, housing, and education within the Greater Little Rock area.

The conclusions: "Negroes are still heavily concentrated in menial type jobs. Lack of apprenticeship training programs and vocational training are the major factors in the high unemployment rate among Negroes. Better housing and educational facilities are needed."

***140. A Study of Cognitive Environments of Urban Pre-School Children,** *Robert D. Hess, Committee on Human Development, University of Chicago, 5835 Kimbark, Chicago, Illinois 60637.*

This study examines maternal teaching styles at pre-school level to examine the specific ways that social class experience is translated into cognitive behavior of children. The sample consists of four-year-old children (all Negroes) from four groups: professional, upper middle class, skilled workers, and semi-skilled and unskilled workers; and a group of ADC (Aid to Dependent Children) mothers. Interviews, tests, and recorded, observed sessions in which the mother is asked to teach the child three tasks which have just been taught to her, will be analyzed for style of information transfer and communication patterns, for language, and for other features relevant to the development of educability in the child.

141. Shasta County Negroes, *Inter-Church Race Relations Committee of the Redding Council of Churches, Redding, California.*

Pauline Tompkins, General Director of the American Association of University Women, reports that four members of the AAUW participated in this study. Slightly more than half the 414 Negro residents of Shasta County were interviewed; data on education, employment, unemployment, and welfare receipts were gathered. The survey indicated that the stereotype of the Negro migrant is not adequate here and that there is a minimum of discrimination in the area.

The Committee plans to expand its study to include information on housing and cultural and social life.

***142. Personality Characteristics and Motivation of Athletes,** *B. C. Ogilvio, and T. A. Tutko, Institute for the Study of Athletic Motivation, San Jose State College, San Jose, California.*

From their pool of psychological data the researchers are trying to determine whether Negro and White athletes differ significantly with regard to personality characteristics and motivation. This question was not anticipated in the design of the original study, but became an interest when they found generalizations on the part of coaches about such personality differences.

Samples of college athletes from five major sports have been used for the study (N=2500). Experimental and control groups have been administered four standard personality tests assessing approximately 50 personality characteristics.

***143. A Comparative Study of Background and Other Social Characteristics of College Students and Their Effect on Motivation and Learning,** *Charles U. Smith, Department of Sociology, Box 79, Florida A and M University, Tallahassee, Florida.*

A comprehensive questionnaire including the above-mentioned characteristics was administered to a large sample of Negro college students and a somewhat smaller sample of White college students at neighboring Southern universities. The problem was that of determining within and between group differences that significantly affect achievement and motivation. The major hypothesis was that differences in motivation and achievement within the Negro group are not significantly related to differences in socio-cultural characteristics whereas differences between the Negro and White groups in motivation and achievement are significantly related to socio-cultural differences.

144. An Exploratory Study Concerning the Effects of Race Upon School Achievement, *Jane W. Torrey, Department of Psychology, Connecticut College, New London, Connecticut.*

A matched sample of White and Negro students in the New London High School was assembled; 73 of each group were matched for sex and Otis IQ scores in the ninth grade. Their grades through the first eight years of school in New London were compared. The hypothesis was that Whites would have higher grades than Negroes, at least in the higher grades of school. This was confirmed; no significant differences occurred in the first six grades, but for the seventh and eighth grades, Whites had significantly better averages.

145. Seattle's Negro Population: A Statistical Profile — 1963, *Walter B. Watson, Department of Sociology, University of Washington, Seattle, Washington.*

The Urban League of Seattle suggested that "among the most frequently asked questions about the Seattle Negro population is the status of social and economic position." This author summarized the most recent information on population, housing, education, and employment, in response to the inquiry. Trends in the growth and distribution of the city's population are summarized. Most of the data are drawn from the 1960 and 1950 censuses and the 1962 and 1957 public school censuses. Negro-White differences in population change, housing conditions, education, and employment are included. Several generalizations are derived from the tables and discussions presented:

1. The position of the Negro in Seattle relative to the White is in general somewhat more favorable than in the nation as a whole.
2. In occupation, income, education, and other respects, Seattle Negroes have gained relative to Whites since 1950.
3. Substantial Negro-White differences remain in these characteristics and in the quality of housing.
4. These differences, together with rapid Negro population growth and job and housing discrimination, are producing a central-area Negro "ghetto." Except in population size, this "ghetto" is similar in many respects to those in New York, Philadelphia, Chicago, and other large Eastern cities. Many of the same racial problems that these cities have earlier encountered, and have failed to fully solve, are beginning to appear in Seattle.
5. *De facto* school segregation is developing very rapidly in the central area. All-Negro or nearly all-Negro schools appear to be only a few years away; one school is already 94 per cent Negro and 99 per cent non-White.

146. The Non-White Population of Montgomery County, Maryland, *Stanley K. Bigman, Montgomery County Human Rights Commission, 3302 Camalier Drive, Chevy Chase, Maryland 20015.*

Analysis of census data was undertaken to provide a description of the non-White population in terms of employment, education, housing, etc.

147. Social Systems of Negro and White Adolescents, *David Gottlieb, Department of Sociology and Education, Michigan State University, East Lansing, Michigan.*

This is a study, using a national sample, of the social systems of high school students, with control for region and the racial composition of the school. The author reports that the findings were too numerous to report here.

148. Aspirations of Negro Youth, *Robert G. Holloway, Department of Sociology, University of California, Berkeley 4, California.*

The sample for this study includes 360 elementary school children.

149. A Study of the Negro Community of Montgomery, Alabama, *Eric Robert Krystall, Center for Research on Conflict Resolution, University of Michigan, 1100 E. Washington, Ann Arbor, Michigan.*

150. A Community Analysis of Lincoln Heights, Ohio, *David T. Lewis, Department of Sociology and Anthropology, Miami University, Oxford, Ohio.*

This suburban community of Cincinnati has a population of just under 10,000 and is for all practical purposes 100 per cent Negro.

151. Motivations to Migrate, *Tom Lieb, Loyola University of the South, 1436 Fern Street, New Orleans, Louisiana 70118.*

Field work began this summer on a pilot study consisting of open-ended interviews with Negro college students in the Louisiana area; questionnaires are later to be sent to graduates of all the accredited Negro colleges in the South. Concern is with college-educated Negroes who migrate out of the South. The author hypothesizes that the proclivity to migrate can be ascertained by inspecting the respondent's motivational structure.

152. Manmanua Culture, *Marcelino N. Maceda and Rudolf Rahmann, Department of Anthropology, and Eugene Verstraelen, Department of Linguistics, University of San Carlos, Cebu City, Philippines.*

Field work started on a small scale in 1952 and continued until 1963. This work covered socio-economic, religious, political, educational, and linguistic conditions of the Negritos of northeastern Mindanao. A monograph is to be published.

***153. Negrito Groups in Panay,** *Marcelino N. Maceda and Rudolf Rahmann, Department of Anthropology, University of San Carlos, Cebu City, Philippines.*

The study, started in 1955, and later discontinued, was activated again in 1960. Groups from Janiuay and the migratory groups from Antique who often came to Cebu to sell medicinal plants, were studied. Several articles have been published; the accumulated ethnographic materials are to be incorporated in a monograph. The research is jointly supported by the University of San Carlos and the German Research Association.

***154. Mobility in Successful Negro Males,** *Lawrence H. Stewart, Associate Professor, School of Education, University of California, Berkeley, California.*

This is an intensive study of strategies used by Negro males who made great strides — i.e., moved from very low status backgrounds to positions of prominence. Thirty male subjects were interviewed in an effort to ascertain how they overcame the obstacles confronting them.

155. Race and Sport, *Richard H. T. Thompson, Department of Psychology and Sociology, University of Canterbury, Christchurch, New Zealand.*

The study was published by the Oxford University Press.

C. RELIGIOUS GROUPS

***156. An Analysis of a Community System,** *Richard A. Nies, Department of Sociology, University of New South Wales, Kensington, New South Wales, Australia.*

The purpose of this study is to develop an analysis of a minority community as a system and as a component of a larger system. The model is largely based on the work of Irwin T. Sanders. The minority community consists of the active members of the Mormon Church in the Sydney metropolitan area. The primary reason for using the Mormons in this type of study is their justification for existence: to bring about community and economic reform.

A preliminary study was made in 1956-57, using the total population of the community (approximately 1,000). The title of that study was "The Influence of a Subculture on its Members in Evaluating Selected Potential Status Position Factors." On the basis of this work, only the active members are involved in the current study, and number just under 500; consequently no sampling techniques were required. Data were collected from official records, questionnaires, interviews, and participant-observation. "The analysis will be based on residential characteristics and mobility, occupational characteristics and mobility, educational characteristics and attitudes, geneological characteristics, marital characteristics, motivational characteristics regarding membership in the community (originally and currently), small-group activities within the community and within the larger society, attitudes toward other specified minority groups, political and governmental characteristics, formal and informal communications, ecumenical interests and practices, and community consciousness."

***157. The Jews of Puerto Rico,** *Peter I. Rose, Social Science Research Center, 107 Wright Hall, Smith College, Northampton, Massachusetts.*

The study, sponsored by the Social Science Program, Department of Health, Commonwealth of Puerto Rico and the Anti-Defamation League of B'nai B'rith represents an attempt to tell the story of Puerto Rico's Jewish community. It represents a continuation of the author's research on isolated minority groups. The methodology is two-fold: intensive interviewing with selected members of the Puerto Rican Jewish Community and mailed questionnaires sent to all the known Jews on the island.

At the time of the report the author stated he was "not prepared to make any statements about Puerto Rico's Jews save for the fact that there is little evidence of an old Sephardic community anywhere on the island (in contrast to other Caribbean Islands — such as the Virgin Islands — also under study by the writer). Most of Puerto Rico's Jews came to participate in Operation Bootstrap. The preliminary results of this study will be available in the spring of 1964."

158. Religious, Recreational, Business, and Moral Values of Catholic, Jewish, and Protestant Undergraduates, *Roberta S. Siegel, Wayne State University, Detroit, Michigan.*

This project was undertaken for a laboratory class in political behavior, to test the assumption that college would act as a sufficiently homogenizing atmosphere (or rather that college students were sufficiently homogeneous) that religious differences would not be associated with differences in social and political life. Personal interviews were conducted with a random sample of Wayne State liberal arts students of the three faiths.

The study revealed that "on questions of self-advancement, work, business tactics, etc., Jews are very much like Protestants; in fact they outdo them in the so-called Protestant Ethic. In interpersonal relationships and asceticism they depart sharply from this pattern. Greater emphasis is placed on recreation, enjoyment, etc. Roman Catholics resemble Jews in the latter area but show less approval of the Protestant Ethic in the realm of business, studying, self-advancement, etc. Nonetheless the differences among the three groups are not great, due perhaps to similarities in class background and life aspirations.

***159. Jewish Identification, Community Relations, and Utilization of Services,** *Morris Axelrod, Long Range Planning Project, Combined Jewish Philanthropies of Greater Boston, 72 Franklin Street, Boston, Massachusetts.*

Interviews will be conducted with a random sample of the adult population of the Boston area. Jews and persons over 65 will be oversampled. Approximately 1,500 interviews will be taken to represent the general population, 1,500 to represent the Jewish population, and 1,800 to represent the aged. These groups are not mutually exclusive. The major focus is on the social, health, and welfare needs of the population.

160. Fertility Differentials Among Catholics in Australia, *L. H. Day, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appeared in the *Milbank Memorial Fund Quarterly,* Volume XLII, No. 2, April, 1964, Part I, pp. 57-83.

***161. The Jewish Community of Buenos Aires: A Revision,** *Irving L. Horowitz, Washington University, St. Louis, Missouri.*

The data of the recent Argentine census, new status on authoritarian behavioral studies, and new historical methods are being used to revise the original study, which appeared in *Jewish Social Studies* and the *Jewish Journal of Sociology* in 1962. The revision is to be published in Spanish in Buenos Aires.

162. Jewish Settlers in Australia: 1788-1961, *C. A. Price, Lillian Wilson, and Elizabeth Tyler, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This appears in the Australian National University Monograph No. 22, July 1964.

***163. The Changing Structure of the Catholic Community in America,** *Richard Robbins, Department of Sociology, Wheaton College, Box 1024, Norton, Massachusetts.*

This is a historical analysis of differing transits of Jews and Catholics with special emphasis on ethnicity, mobility, and currents of liberalism in both populations.

D. NATIONAL GROUPS

***164. Crossnational Comparison of Peace and War Attitudes,** *Theodore F. Lentz, Peace Research Laboratory, 5937 Enright, St. Louis, Missouri 63112.*

The attitudes of Japanese and American youths to the cause of world peace are measured by questionnaires submitted to the high school populations in the two countries. One survey has already been conducted in Japan by the Hiroshima Institute of Peace Science.

***165. Political and Social Ideas of Turkish University Students,** *Karl L. Prange, Arnold Bergstraesser Institute for Socio-Cultural Research, 783 Emmendingen, Blumenstr. 49, Freiburg, West Germany.*

This is described as a study of the normative frame of reference of a key group in the process of modernization. "Increased educational facilities and larger enrollment should give access to higher education and more eminent social positions to social strata of Turkish society hitherto underrepresented among the articulate groups in Turkey. This is expected to change the present more conservative, socially less elitist, politically more ambiguous pattern. The basic hypothesis is that attitudes pre-eminent in the groups of origin are not completely replaced by those propagated in school and university."

Questionnaires have been administered to 500 students of the Arts, Law, Political Science, and Theology faculties of Ankara, Istanbul and Erzurum Universities. The study will be based upon analysis of this data and content analysis of Turkish literary sources.

E. Multi-group

FULL REPORTS

***166. Arsenal Family and Children's Center Project,** *Herbert A. Aurbach, Learning Research and Development Center, 302 Amos Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.*

This project will examine the influence of sub-cultural differences on the learning behavior of pre-school children, utilizing longitudinal case study materials that have been collected over a ten-year period. The focus of the study will be four extended families, representing very different sub-cultural backgrounds. The study is hypothesis generating. It assumes that there are differences in the learning experiences of children who come from various social class, religious, racial, nationality, and occupational backgrounds, leading to the development of different modes of learning in a school situation.

The methodology involves systematic analysis of interviews, case records, psychological tests, play observations, nursery school observations, and similar data. Interviews include grandparental and parental generations.

167. Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature, *David K. Gast, Department of Education, Imperial Valley Campus, San Diego State College, P.O. Box 1049, El Centro, California 92243.*

The problem of this study was structured by the following questions: (1) What are the characteristics of and concepts about present-day American Indians, Chinese, Japanese, Negroes, and Spanish-Americans; (2) What are the identifiable stereotypes of minority Americans in the literature; and (3) How does treatment of minority Americans in contemporary children's fictional literature compare with that shown in related studies of adult magazine fiction and school instructional materials?

The population of the study consisted of forty-two children's books from which 114 minority American characters were identified for analysis. The methodology was content analysis employing the Berelson and Salter technique and the Katz and Braly List of Verbal Stereotypes. The analysis was based on two units: (1) individual characters, and (2) books. Both explicit and implicit concepts of minority Americans were sought.

It was found that "the literature portrayed current social relationships in the U.S. and promoted practical concepts of brotherhood in the portrayal of Japanese and Negroes, and sentimental concepts of brotherhood in the portrayal of Indians, Chinese, and Spanish-Americans. Minority Americans were generally shown to adhere to their traditional religious beliefs, and American Indians, Chinese and Mexican-Americans were shown to retain ethnic garb. Pictorial representations of Negroes de-emphasized Negroid facial features and black skin. Non-complimentary stereotypes and the "minority as a social problem" concept were avoided. Stereotypes *were* found, although they were not traditional ones. The American middle-class virtues of kindness, conventionality, intelligence, neatness, and ambition were found to be high-ranking stereotypes of all the groups."

***168. Minority Americans in Historical Children's Fiction,** *David K. Gast and Sondra M. Gast, Department of Education, Imperial Valley Campus, San Diego State College, P.O. Box 1049, El Centro, California 92243.*

The problem of this study was (1) to identify the characteristics of, concepts about, and stereotypes of American Indians, Chinese, Japanese, Negroes, and Spanish-Americans as they are portrayed in children's fiction published before 1945, and as they are portrayed in children's fiction having historical settings, published after 1945, and (2) to compare the present findings with those of "Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature." (See preceding abstract).

The methodology of the present study is content analysis employing the Berelson and Salter technique and the Katz and Braly List of Verbal Stereotypes. Two units of analysis are used: (1) analysis of individual characters, (2) analysis of books. The character analysis requires the documented coding (based on verbal and pictorial content) of seven categories of characteristics for each character and the application of the Katz and Braly List to each characterization. Each book is being analyzed to determine explicit and implicit concepts of minority Americans.

The literature analyzed in the present study is an arbitrarily defined population of children's fiction in book form about historical (pre-1945) minority Americans, for kindergarten through eighth-grade reading levels, appearing in selected sections of H. W. Wilson Co.'s *Children's Catalog,* four American Library Association guides to children's literature, and selected guides published by professional organizations.

169. Mental Abilities of Children in Different Social and Cultural Groups, *Gerald S. Lesser, Laboratory of Human Development, Graduate School of Education, Harvard University, Cambridge, Massachusetts, and Gordon Fifer and Donald H. Clark, Hunter College of the City University of New York, New York, New York.*

This study focused on two major aspects of the problem of how to evaluate the intellectual potential of children whose backgrounds necessarily handicap them seriously on usual tests of mental ability: (1) devising tests which would be as free as possible of any direct class or cultural bias, but would still be acceptable measures of intellectual traits, and (2) structuring a testing situation which would enable each child to be evaluated under optimal conditions. The basic premise was that social class and ethnic influences differ not only in degree but in kind, with the consequence that different kinds of intellectual skills are fostered or hindered in various environments. Hypotheses were tested regarding the effects of social class and ethnic group affiliation (and their interaction) upon both the level of each mental ability considered singly and the pattern among mental abilities considered in combination. Four mental abilities (verbal ability, reasoning, number facility, and space conceptualization) were studied in first grade children from four ethnic groups (Chinese, Jewish, Negro, and Puerto Rican), with each group divided into middle class and lower class (16 sub-groups each composed of 20 children). Numerous steps were taken concerning test construction, administration, accurate social class and ethnic group placement, and training of testers.

On the basis of the resultant data, the researchers conclude that "social-class and ethnic-group membership (and their interaction) have strong effects upon the level of each of four mental abilities (verbal ability, reasoning, numerical facility, and space conceptualization). Ethnic-group affiliation also affects strongly the pattern or organization of mental abilities, but once the pattern specific to the ethnic group emerges, social-class variations within the ethnic group do not alter this basic organization. Apparently, different mediators are associated with social-class and ethnic-group conditions. The mediating variables associated with ethnic-group conditions do affect strongly the organization of abilities, while social-class status does not appear to modify further the basic pattern associated with ethnicity." Numerous specific differences are reported, but are too lengthy for inclusion here; interested persons should contact Dr. Lesser for further information.

170. **Achievement Orientation and Educational Opportunities of the Population of German Descent in Southern Brazil, *Achim and Birgit Schrader, University of Münster and of Dortmund, 46 Dortmund-Körne, Kasseler Strasse 2, West Germany.*

Projective group tests, institutional analysis, and cross-cultural comparisons with settlements of Japanese and Portuguese, will be employed to test the hypothesis that "there will be no homeostasis between education orientation and possibilities of education, and that this is due to acculturation lags."

*171. **Jewish School Textbooks and Intergroup Relations,** *Bernard D. Weinryb, Dropsie College Intergroup Project, Broad and York Streets, Philadelphia 32, Pennsylvania.*

A content analysis on a sample of about 200 textbooks was undertaken to ascertain how the textbooks of the various Jewish school systems treat non-Jews (majority, minorities, economic groups, etc.) and how the textbooks of one Jewish group treat other Jewish groups. Information on the methodology, preliminary findings, etc., is found in B. D. Weinryb, "Intergroup Content in Jewish Religious Textbooks," *Religious Education,* March-April 1960.

172. Scholastic Attainments of European-born Students in the School of General Studies of the Australian National University, *Miriam Gilson, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study was published in the *Australian Journal of Higher Education,* Volume I, No. 2, November 1962.

173. The Treatment of Minority Groups in Primary Social Studies Textbooks, *Loretta Golden, School of Education, Stanford University, Stanford, California.*

174. Southern Europeans in Australia, *C. A. Price, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This study was published by Oxford University Press, Melbourne, in 1963.

III. PATTERNS OF DISCRIMINATION, SEGREGATION, DESEGREGATION, AND INTEGRATION

A. GENERAL, BY COUNTRY

In this section, no distinction is made between fuller reports & brief notes.

a. Africa (general)

***175. Stages of Emancipation: Studies on Image of Society and Personal Identity in West African Autobiographical Material,** *Gerhard Grohs, Deutsche Forschungsgemeinschaft, Bad Godesberg, Kennedy-Allee 40, Berlin-33, Miquelstr. 75, West Germany.*

***176. Social Distance Between African Tribal Groups,** *James Clyde Mitchell, Department of Sociology, University College of Rhodesia and Nyasaland, P. Bag 167 H, Salisbury, Rhodesia, Africa.*

Although many response patterns are not easily explained, preliminary analysis lends some support to the hypothesis that inconsistencies in response patterns on social distance scales are related to the specific cultural and historical backgrounds of respondents from different tribes. Frequencies of inconsistent response patterns are being examined against probability expectations, and analysed in terms of known ethnographic and sociological factors.

This is a continuation of research from 1954 which was partially presented in *The Kalela Dance.*

b. Australia

177. The Old-New Distinction and Immigrants in Australia, *Stanley Lieberson, Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706.*

The old-new distinction between European immigrant groups in the U.S. is dealt with and tested with data from Australia. An article appeared in the August 1963 issue of the *American Sociological Review.*

178a. The Integration of Religious Immigrant Groups in Australia, *C. A. Price, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appears in *International Migration,* Volume I, No. 3, December 1963.

178b. Immigrant Marriage Patterns in Australia, *C. A. Price, Department of Demography, and J. Zubrzycki, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appeared in *Population Studies,* Volume XVI, No. 2, November 1962.

179. Migrant Youth and the Australian Population, *C. A. Price, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This appears in *Migrant Youth: Australian Citizens of Tomorrow,* ed. W. S. Matsdorf, Sydney, 1963.

180. Settlers of the Latrobe Valley: A Sociological Study of Immigrants in the Brown Coal Industry of Australia, *J. Zubrzycki, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This book was published by the Australian National University in 1964.

c. Canada

181. Patterns of Discrimination in Windsor, Ontario, *R. A. Helling, Department of Sociology and Anthropology, University of Windsor, iWndsor, Ontario, Canada.*

Discrimination against Negroes, Chinese, and Italians is investigated. Using an area probability sample (N=250) the respondent is testing the hypothesis that there is a degree of association between minority status and role limitations in educational and occupational opportunities.

***182. Perceived Discrimination Among Negroes and Japanese in Hamilton, Ontario,** F. Henry, *Department of Sociology, McMaster University, Hamilton, Ontario, Canada.*

Two hundred persons will be interviewed concerning their experiences in housing, employment, public accommodation, and schooling; there will be detailed coverage of unfair treatment experienced. The study is sponsored by the Ontario Human Rights Commission.

***183. A Demographic Analysis of Linguistic Pluralism,** *Stanley Lieberson, Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706.*

The French-English language situation in Canada over the past 50 years is analyzed through census data, vital statistics, and other sources.

184. Attitudes Toward the Establishment of a Friendship Centre for Indians and Metis, *Marshall Margolis and Marlene Linton, Department of Psychology, University of Manitoba, Winnipeg, Manitoba, Canada.*

This research was designed to sample attitudes one year after the establishment of the centre in the immediate area surrounding its location. It was hypothesized that (1) positive attitudes toward the centre would be in direct relation to the amount of contact with the "residents" thereof, and (2) those who admitted to signing a petition to exclude the centre would have had no contact with the residents in the 12 months since the centre had been established.

Interviews were conducted with the heads of households of 10 randomly selected homes. General support was gained for the first hypothesis. Despite the fact that nearly everyone in the area had objected one year earlier, nearly all respondents (and their spouses) denied having signed the petition. The author of the petition (sampled by chance) and his nearest neighbor in the sample supported the second hypothesis 100 per cent.

The project was undertaken as an undergraduate social psychology research project for Dr. David S. Abbey.

d. England

185. New Commonwealth Students in Britain, With Special Reference to Students from East Africa, *John Madge, Political and Economic Planning (PEP), 12 Upper Belgrave Street, London SW1, England.*

Numerous topics are dealt with in this report. Part I, "Demand from Overseas for Places in Higher Education in Britain," contains chapters on (1) "Recent Trends in Demand," (2) "The Needs of East Africa for Places in Higher Education in Britain," and (3) "The Distribution of East African Students in Britain 1962-63." Part II, "Educational Facilities Used by East African Students in Britain" is concerned with (1) "The Sponsorship of East African Students," (2) "The Admission of East African Students to British Institutions," (3) "The Performance of East African Students," (4) "The Problems of Practical Training," (5) "Problems of English," and (6) "Special Courses for Overseas Students." Part III, "Life in Britain for New Commonwealth Students" is devoted to (1) "Problems of Adjustment," (2) "Welcome for Overseas Students," (3) "Organizations Providing for Overseas Students," and (4) "The Need for Special Measures." The report concludes with a series of recommendations.

The data were collected by field interviews (N=406) and questionnaire surveys (N=925); this was supplemented by information collected from experts and administrators in the field.

***186. Self-Help Organizations of Colored Immigrant Groups in England,** *Bulkeley Smith, Jr., Department of Sociology, Mount Holyoke College, South Hadley, Massachusetts.*

It is hypothesized that in the first generation colored immigrant self-help groups will resemble those of White immigrants to the United States. For the second generation, they may be expected to resemble more closely those of American Negroes. These hypotheses will be tested by observation and discussion with colored and White leaders, social workers, and sociologists in England.

e. France

***187. The Effects of Prejudice on the Adjustment of Africans in France,** *Roger Bastide, Dr. Raveau, Mme. Elster and M. Rabeonoro, 48, General Delestraint, Paris XVIe, France.*

It is hypothesized (1) that the neuroses of the Negroes in France are caused more by the inter-racial situation than by culture-shock, (2) that the effects are the same whether the situation be imaginary or real, and (3) that the aggression has become morbid only since decolonization has deprived it of its objective basis.

The study is biological (with the center of Euro-African biology), psychological (intelligence and projective tests used), and psychiatric (tests of neuroses); the sample includes all the African students in Paris (2,000-3,000 in three years).

Professor Bastide reports that preliminary conclusions appear in "Variations sur le Noir et le Blanc," *Revue Francaise de Sociologie,* IV, 4, 1963. Several additional articles are in preparation.

f. India

188. Immersion of Gram Sabha in Gram Panchayat, *Bishwa B. Chatterjee, Psychology and Educational Methods, National Institute of Community Development, Instruction Wing, Rajpur, Dehra Dun, India.*

What are the determinants of total involvement of the rural people in their democratically elected village councils? It was hypothesized that immersion is a function of basic sociological factors, such as caste, economic status, education, etc. Three villages constituting the village council formed the sample; thirty respondents were interviewed on a questionnaire. Through correlational analysis of the responses, the hypothesis was found to be sustainable.

***189. Levels of Integration in Rural Society,** *K. Chattopadhay, Indian Institute of Management, "Emerald Bower," 56/A B.T. Road, Calcutta 50, India.*

The null hypothesis taken for testing is that "in respect to patterns of living, 'variety' rather than 'uniformity' is the prominent note in a society that is 'stratified' into different societal groups." Against this, the alternative hypothesis accepted is that "in a culturally homogeneous area, the design of living of different societal groups follows a homogeneous pattern and vice versa."

From a matrix of 280 villages falling within a walking distance of 10 miles from the town of Giridih, in the state of Bihar, eighteen villages were selected by stratified random sampling.

190. Refugees in Calcutta: A Study of the Displaced Persons from East Pakistan in Calcutta, 1960-1961,. *Ramkrishna Mukherjee, Department of Sociology, Indian Statistical Institute, Calcutta 35, India.*

"The group discussed in this paper is constituted of displaced persons from East Pakistan (formerly know as East Bengal) who migrated to India after the partition of the sub-continent in 1947 and are still dribbling in. These people have not yet integrated themselves unequivocally to the social milieu, and the distinction they maintain is acknowledged by their relatively much larger counterpart in society. Also they claim special economic privileges from the government and receive some in the form of financial assistance to settle down in India, etc. So that, whether or not these persons should be considered as constituting a minority group, they obviously represent a marginal group in the society under reference."

The sample consisted only of those who were found resident in Calcutta in January 1962; this accounted for about a tenth of the city population. It was found that these refugees could be categorized under four heads which schematically represented four stages of assimilation in the social milieu. The distinct ways of life built up in the city are shown to be due to different courses of living in East Bengal, different courses of migration they undertook in one or more phases, and the nature of settlement that could be established in Calcutta at the different times. The caste affiliation of the displaced persons functioned as a random variable with respect to their reactions to the major shakeup in their life. The institution of the extended family, however, functioned as a dependent variable on the economic stability and improvement of the social segments.

***191. Calcutta Interest Groups: Ethnic, Religious, and Other Minority Groups,** *Frank J. Tyson, Institute of Public Administration, 55 West 44th Street, New York, New York 10036.*

As part of a larger study of Calcutta interest groups, this researcher is engaged in a study of Muslim and Buddhist organizations, the Marwari Association, the Calcutta branch of the All-India Marwari Federation, the United Central Refugee Council, the All Bengal Dislodged Minorities Association, the Armenian Association, the Overseas Chinese Association, and groups representing Jews, Catholics, and Gurkhas.

Printed and mimeographed information, constitutions or statements of purposes, historical accounts, annual reports, financial accounts, and periodic publications including newsletters will be studied. Members of the groups will also be interviewed. In this way the researcher hopes to assess the composition of the membership, organizational goals, relations with government and political structure, relations with other groups, methods utilized in dealing with government, internal organization, degree of group involvement and group concepts, and accomplishments in influencing governmental and political decisions. Field work is underway, and is slated for completion by the end of April 1965. The correspondent should be contacted for more detailed information.

***192. Rural Society and Social Change,** *K. N. Venkatarayappa, Department of Sociology, Mysore University, Manasa Gangotri, Mysore-2, India.*

Rural society is undergoing social changes owing to the impact of technology, industrialization, urbanization, and directed government politics. By means of questionnaires and participant-observation, the changes in customary practices, caste and family relations, etc. will be investigated in six Indian villages.

g. Israel

193. Social Absorption of Second Generation Youths in an Immigrant Town, *C. Adler and E. Cohen, Department of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

This project is being carried out by sociology students at the Tel Aviv University College. It is based on an investigation of all males born in the years 1937 and 1941 and now living in a small immigrant town in the vicinity of Tel Aviv. The purpose of this study is to analyze how a second generation immigrant group adapts itself to a multiplicity of social frameworks which make different and often conflicting demands upon them—demands made by their families, their community, and the broader Israeli society, represented here by the urban complex of Tel Aviv. The study centers on their adaptation to economic, social, and political spheres. Special emphasis is put on the conflicting influences of the broad Israeli social system, on the one hand, and of the traditional values absorbed within the family, on the other hand, and on the way this clash affects the attitudes of the youths, their participation in various institutional frameworks, and their relations with their parents. Attention is focused on the analysis of the existing possibilities for the absorption of these youths into their community, on the existence of institutional mechanisms through which this absorption is made possible and on the abilities and predispositions of the youths themselves to accept or reject the possibilities offered to them. It is hoped that by this analysis the extent of the congruence between institutional opportunities and social expectations of youths will be illuminated.

194. The Adaptation of New Immigrants to Modern Industrial Frameworks, *R. Bar-Yosef, Department of Sociology,* *The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

It was assumed that the process of adaptation of a non-industrial labor force to industrial work has two aspects: an objective one, when adaptation means successfully fulfilling the requirements of the occupational role, e.g. high productivity, work discipline; and a subjective one, meaning the positive attitude of the worker towards his occupational role. In this study, however, only the latter factor was considered. Subjective adaptation was operationally defined as a complex variable; its components were measures of satisfaction, of the feeling of work security, and of role continuity. Theoretical models based on the work of Talcott Parsons and Kurt Lewin were constructed. A series of hypotheses was formulated according to which the discrepancy between the level of role aspirations and the perceived level of realizability will be a useful predictor of the subjective adaptation. According to the structural model, the worker's role has three principal components, and hence there should be three predictors, designated here as: reward discrepancy, work discrepancy, and organizational justice discrepancy.

The data (based on a sample of 200 new immigrant industrial workers in six medium-size factories in development areas) substantiated the hypothesis: a multiple correlation of 0.9034 was found between the three predictors and the dependent variable.

"It was found that the immigrant worker starts with a low level of aspirations. As a result, there is in the first phase only a small discrepancy and an apparent adaptation. In the second phase, both the level of aspirations and the discrepancy increase and the subjective adaptation seems weaker. In the third phase, there are signs of stabilization. It seems that in this phase the workers are divided into two groups—a group of satisfied workers with very limted aspirations and another of less satisfied workers striving toward mobility."

***195. Social Structure and Absorption in Development Towns,** *S. N. Eisenstadt and E. Cohen, Department of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

This project, begun in 1960, was designed as a comparative study based on a sample of development towns and immigrant groups. It included mainly immigrants from Poland and Hungary, though other ethnic groups, such as Jews from

Morocco and English speaking countries, were added both as controls and in order to round off the community studies.

The pilot stage of the project has been completed. It included a community study of one development town, centered primarily on the social and administrative institutions, on the structure of informal relations between ethnic groups, and on an analysis of the town's ecological outlay in relation to the dispersion of various population elements in it. Later, a subproject on voting behavior and the election campaign was added as well as a study on the coordination of community services, carried out in conjunction with the Public Committee on Community Development.

***196. Cross-Cultural Similarity and Difference in Interpersonal Behavior,** *Uriel G. Foa, Israel Institute of Applied Social Research, Jerusalem, Israel.*

It is suggested that certain aspects of interpersonal behavior are common to different cultures while certain other aspects change from culture to culture. Eight types of interpersonal behavior are defined; it is predicted that they can be arranged in a circular order according to the size of their coefficients of intercorrelation. The population investigated consisted of a sample of 633 married couples living in Jerusalem, Israel, and belonging to two cultural groups: one originating from Europe and the other from the Middle East. It was found that the predicted circular order was the same in both groups. On the other hand the size of specific correlation coefficients varied for the two groups and appeared to be related to group differences in cultural values. Cross-cultural similarity and difference are traced to the sequence of development of interpersonal concepts during socialization and to the influence of cultural values on the formation of these concepts.

The research, supported by a grant from the National Institute of Mental Health, is reported in the *Journal of Abnormal and Social Psychology,* Volume 68, No. 5, May 1964.

h. Nepal

197. A Study of the Inter-Ethnic Relationships Among the Tribes and Castes in Nepal, *Jiro Kawakita, Department of Cultural Anthropology, Tokyo Institute of Technology, Ookayama 1, Meguro-ku, Tokyo, Japan.*

Community studies were undertaken to determine the relationship of sympathy or antagonism between different ethnic groups, different tribes, tribes and "Hoch Kultur," and between these and modernization elements in a part of central Nepal.

i. Japan

****198. Problems of Special Social Outcasts in Japan,** *Monkichi Namba, President, Kobe College, 65 Okadayama, Nishinomiya, Hyogo Pref., Japan.*

President Namba reports interest in "Tokushu Buraku" problems ("Special Race Group" problems).

***199. The Political Inuence of the Minority Community in Local Politics in Japan,** *W. H. Newell, Department of Sociology, International Christian University, Mitaka, Tokyo, Japan.*

As part of a long study of social stratification, several studies have been undertaken in which the main emphasis is on the particular general features of Japenese society which perpetuate the continued existence of minority communities after legal restrictions were almost abolished in 1871. The general argument as it applies to Japan is that the pattern of social mobility is group, rather than individual, mobility. As one cannot be admitted to other groups by graduating from the correct universities or by arranging the correct contacts, he suffers forms of social discrimination.

The original study was of the Eta in Nagano ken; subsequent studies are being done on the Chinese in Yokohama and a small Korean settlement near Mitaka. The internal structure of such groups is examined to determine the nature of their organization and the form of outward pressure that the larger Japanese society exerts upon them. It is suggested that the Japanese have a very elaborate form of discrimination among themselves, and that the discrimination against such groups as the Eta, Chinese, Koreans, and Ainu is part of a general pattern.

j. Mexico

***200. Ethnic Processes in Highland Chiapas, Mexico,** *Henning Siverts, Department of Anthropology, University of Bergen, Christiesgt. 15, Bergen, Norway.*

Particular emphasis is on economic and political activity in this study of the fundamental factors which may be said to be responsible for generating or shaping the present-day form of plural society in the Highland area. It has been found that the political system, and the pattern of leadership in particular, is developing in the direction of a multi-purpose bureaucratic administration (within the tribal borders) headed by members of the Indian bilingual elite: the "brokers" or mediators who are able to participate in two different cultural traditions. Economic growth is strictly limited to the Ladino (Spanish-speaking) aggregate in the larger towns, and may in its present appearance be connected with the lack of growth among the Indians.

These trends in Ladino-Indian relations have been studied by participant observation ethnographic field work through the years 1953-55, 1961-62, and the spring 1964, using interviews, census materials, observation of cases, recording of cases by informants, etc.

k. Mozambique

201. Intergroup Relations in Mozambique: Africans and Europeans; Africans, Indians, and Arabs, *A. Jorge Dias, Center of Studies on Cultural Anthropology, Rua Rodrigo de Fonseca 14/16 Lisbon, Portugal.*

l. New Hebrides

****202. Study of a Multi-Ethnic Community: Vila, New Hebrides,** *Paula Brown, Department of Anthropology and Sociology, Australian National University, Canberra, Australia.*

This is a community study of the town and hinterland, group identification and differentiation. The first step will be a census and examination of schools, employment, etc. by ethnic composition.

m. New Zealand

203. Maori Stereotypes in Some Early New Zealand Literature, *R. N. Erwin, University of Canterbury, Christchurch, New Zealand.*

The printed material—official accounts of voyages, the reports of travelers, the letters and journals of residents, Parliamentary reports, missionary journals, and the reports of the New Zealand Company—was reviewed to determine views of the Maori from 1642 to 1840. It is suggested that if the period as a whole is broken down into sub-periods, then a pattern emerges. This pattern is documented, and the conclusion reached that "In the last few years a new feeling of humanitarian concern for the natives begins to emerge. This is linked with the first attempts to comprehend the Maori ethos and to reconcile earlier conflicting opinions of the native character. It would seem that the views of the earliest visitors to the country—views unaffected by the experience of others and generally unbiased—came to be accepted as the conventional stereotype of the Maori character. In this stereotype the favorable traits were given less emphasis than the unfavorable ones. While some visitors questioned the truth of this estimate of the native character—and this questioning occurred more and more frequently as the period progressed and the effects of European civilization upon the Maori became more apparent—a generally unfavorable stereotype persisted and was reinforced by isolated but violent actions on the part of the Maoris, often the result of European provocation. In many respects this stereotype differs little from that noted by present day observers. Certain traits have disappeared while others have emerged as the result of general social changes.

The study appears in *Race Relations: Six New Zealand Studies,* Ritchie (ed.) Victoria University of Wellington Publications in Psychology, No. 16, 1964.

204. Contact and Attitudes in the City, *Jane Ritchie, Department of Psychology, Victoria University of Wellington, Wellington, New Zealand.*

The nature of the contact Maori people have had and are having with *pakehas* (Whites) in Wellington City, and the context of attitudes within which these relations occur, were examined. The sample contained four subcategories of settled Maori families, each category a naturally occurring residential pattern. The 198 mothers in the sample were interviewed. Included in the interviews were three kinds of psychological assessments: an objective inventory of symptoms of minor psychological disorder (the Maudsley Neuroticism Inventory), a picture story test (Thematic Apperception Test), and a sentence completion test.

"The major impression from the analysis of these data is one of success. The families studied have met with problems but they have stayed in the city and overcome them. There is evidence of psychological disturbance occurring to a greater degree than is generally attributed to Maoris but this has not led to severe disorder. These people are not debilitated, handicapped by their experience, or disorganized. Rather most of them say that they enjoy living in the city and few have plans to leave. Many have the background security of kin, but some do not, and those that do nevertheless reach out for experience in the *pakeha* world.' They participate in the wider suburb life around them; they are not a self-contained or sheltered or withdrawn social group. The author points out that undoubtedly this is not true of *all* Maori families, as she studied only those who chose to remain in the city, but this success was characteristic of almost all who remained.

The study appears in *Race Relations: Six New Zealand Studies,* James Ritchie (ed.) Victoria University of Wellington Publications in Psychology, No. 16, 1964.

205. A Race Relations Controversy: The Maori-All Black Issue, 1959-1960, *Joan and David Stone, Tereora College, Rarotonga, New Zealand.*

"The decision of the New Zealand Rugby Football Union to exclude Maoris from its team to tour South Africa in 1960 gave rise to what was perhaps the greatest national public controversy for a generation. This is a historical study of that controversy. . . . The approach of the writers, who were participants at the center of the protest campaign, is a subjective one, substantiated as far as possible from the evidence available in the files of the Citizens' All Black Tour Association national executive, to which they have had access. These include a large collection of clippings from a national coverage of newspapers, which provided the chief medium of the controversy."

The paper begins with a chronological outline of the controversy, and then attempts to answer the questions "Why did the controversy arise?" and "How did it grow?" It then analyses the handling of the controversy in the public media and by politicians, the planning and tactics employed in the campaign, and the attitude of the Rugby Union. Finally, it deals with the aftermath, and attempts to draw some conclusions.

The study appears in *Race Relations: Six New Zealand Studies,* Ritchie (ed.), Victoria University of Wellington Publications in Psychology, No. 16, 1964.

****206. A Study of the Methods Used and Being Used, Formal and Informal, to Resolve the Maori-White Ethnic Relations,** *George Masterton, Department of Sociology, Rutgers University, The College of South Jersey, 406 Penn Street, Camden 2, New Jersey.*

207. Maori Affairs in the New Zealand Press: A Resurvey After 10 Years, *Richard H. T. Thompson, Department of Psychology and Sociology, University of Canterbury, Christchurch, New Zealand.*

n. Nigeria

***208. Research on School Children in Northern Nigeria,** *Gerhard Grohs, Deutsche Forschungsgemeinschaft, Bad Godesberg, Kennedy-Allee 40, Berlin-33, Miquelstr, 75, West Germany.*

o. Sudan

209. Problems of Southern Sudanese in Northern Sudan, *Farnham Rehfisch, Department of Social Anthropology, University of Khartoum, P. O. Box 321, Khartoum, Sudan.*

This is an investigation of the relationships between Northern Sudanese and Southern Sudanese who have migrated to the Northern Sudan where they are faced with the usual problems encountered by a despised minority. Serious difficulties have resulted primarily from their affiliation to a minority group (Southerners). The aim of the research has been to attempt to discover the specific nature of the difficulties by means of questionnaires, interviews, and participant observation.

The sample cannot be described as the size of the universe is not known. Some of the preliminary findings are described in *Sudan Notes and Records, 1963.*

p. Sumatra

210. Intergroup Relations in Southwestern Sumatra, *Mervyn A. Jaspan, Department of Anthropology, University of Western Australia, Nedlands, West Australia.*

This is a study of the relations between the Redjang of Southwestern Sumatra, Indonesia and the Bencoolenese and other people adjacent to or interspersed among the Redjang. The hypothesis was that "suddenly expanded occupational diversification in a previously occupationally undifferentiated community will inevitably give rise to conflict between this community and other communities of different ethnic, religious, or racial affiliations."

Dutch, British, and native sources were used for information about South Sumatran history and the shifting composition of government departments. This was supplemented by individual and community biographies and open-end questionnaires.

Mr. Jaspan reports that "prior to the Japanese occupation in 1942 almost all Redjang were peasants. The highest administrators were Dutchmen; middle-level officials were mostly

Bencoolenese Malays; traders were Chinese and Indian. Now Redjang have moved into all occupational spheres. The Dutch are out, the Bencoolenese Malays are being squeezed out and do not like it. There is growing conflict between the Redjang and all other groups."

q. Switzerland

***211. Relations Between Different Cultures in Switzerland,** *Hardi Fischer, Swiss Federal Institute of Technology, Plattenstrasse 26, 8032 Zurich, Switzerland.*

r. United States

212. Segregation and Discrimination in a Small Northern City, *Grant Bogue, Department of Sociology, University of Arkansas, Fayetteville, Arkansas.*

This study reports the extent of racial segregation and other inequality between Negroes and Whites in Meadville, Pennsylvania, and investigates several possible explanations for the inequality. These were (1) that the segregation might be voluntary on the part of the Negroes; (2) that the inequality might be due to objective conditions; or (3) that the inequality might be due to discrimination on the part of Whites. A relevant point of social-control theory was also tested: would Negroes tend to accept segregation, or to be over-willing to attribute their inequality to discrimination, according to their degree of transiency? One hypothesis suggested that if the Negroes were not transient they would tend to approve of any community-supported segregation. Another suggested that more transient Negroes would be more likely to report discrimination, because of differences in their values and interests rather than because of differences in the objective conditions causing inequality.

Nearly all of the Negro households in Meadville were interviewed. This survey information was supplemented with data from the U.S. Census and other documents regarding conditions of both the White and Negro populations. Differences between the distributions of Negroes and Whites were observed in both the patterns of residence and of employment. To account for the inequality, education and income differences were examined, and reports by Negro informants were used to locate discrimination. These reports were compared with census material on objective matter, in order to assess their reliability. The hypotheses were tested by statistical measures of association between indices of transiency and of

Negro conceptions of discrimination, to see whether bias related to social control might have affected the validity of the reports. In addition, some subjective assessments of the reports were used.

The author found that the Negroes and Whites of Meadville were unequally distributed in jobs and housing. Negroes were concentrated in the least desirable residential area, held less favorable jobs, and had more than their share of unemployment. A large part, though not all, of the inequality appeared to be commensurate with the relatively lower levels of income and education found among the Negroes, and so the demographic and stratification differences alone were not sufficient to establish the presence of direct discrimination on the part of Whites. The reports of the Negro informants indicated that a large part of the inequality was due to discrimination. As these reports were judged to be usually valid and reliable, it was concluded that discrimination accounted for a large part of the inequality of the Negroes and Whites in Meadville.

Both of the hypotheses related to transiency were negated. Most of the Negroes did not prefer segregated residence, and the indices used to measure transiency were not related to the reporting of discrimination or to acceptance of segregation. It was concluded that the social control theory was not applicable.

213. Japanese-American Protestants: Acculturation and Assimilation and **The Integration Dilemma of Japanese-American Protestants,** *Leonard D. Cain, Jr., Department of Sociology, Sacramento State College, Sacramento, California.*

In the first article, the author presented a "prospectus for research on questions emanating from the debate among Japanese-American Protestants as to whether or not they should promote dissolution of the currently segregated Japanese-American churches. Proposed dissolution has been either through integration of the Japanese-American members of particular denominations into 'all-White' congregations or by actively seeking new non-Japanese members to join the currently exclusive Japanese congregations."

Two theses were of special importance:

(1) Broom and Kittsuse's theory that "there comes a point in the acculturation of an ethnic group in an open society, such as America, when its members have acquired enough of the new cultural apparatus to behave efficiently within the adopted system. They then have the alternatives of maintaining a peripheral position in the social order or venturing the

risks and rewards of validating their acculturation. Validation is the empirical test of the individual's achieved acculturation. It must occur in interethnic situations where the latent mobility of the individual, unprotected by his group or the immunities of cultural competence, is assessed. The validation of acculturation must take place in the host society (not the ethnic community), and the individual must be divested of the immunities, as well as the impediments, which are properties of ethnicity." ("The Validation of Acculturation; a Condition to Ethnic Assimilation," *American Anthropologist,* February 1955).

(2) Will Herberg's exception to this proposition that "the exception to validation of acculturation by becoming assimilated into the larger society has been in the realm of religion." (*Protestant, Catholic, Jew*)

It is in the interplay of the Broom-Kitsuse notion and the Herberg notion that an effort was made to frame the theoretical concern for the original paper. After sketching the history and noting the composition of the Japanese-American groups, the author suggested that this group does not follow the pattern found by Herberg. "A major conclusion of the Herberg study is that America has experienced ethnic heterogamy in combination with religious homogamy. The Japanese-American experience seems to be almost completely the reverse. There seems to be infrequent marriage between the Japanese-American and other American ethnic groups. In contrast, marriage of Protestants with Buddhists is frequent, almost typical."

The complexity of religious affiliations of the Japanese-Americans is further considered in the second study, in which the author (1) identifies the population with which he is dealing, (2) sketches the factors contributing to the separated Japanese congregations, (3) points out the characteristics of the ethnic churches, (4) discusses the current debate over integration, and (5) suggests some general sociological implications of the formation and continuation or dissolution of Japanese-American Protestant Churches.

The current debate among Japanese Protestants centers on the options of merging with other churches of their several denominations, or of seeking to continue the separate organizations at least a while longer. This point is elaborated in a discussion of hypothetical options presently open to the Japanese-American Protestant.

As in the earlier article, the conclusion contains suggestions of the need and opportunity for further investigation.

The first study appeared in *Review of Religious Research,* Volume 3, No. 3, 1962.

***214. Insurance Availability for Non-Whites in the Chicago Area,** *Ben Canaday, Chicago Commission on Human Relations, 211 W. Wacker, Chicago, Illinois.*

This study is designed to answer such questions as "Does racial discrimination occur in the selling of fire and automobile insurance to non-Whites? If discrimination exists, to what degree and in what form (e.g. higher rates, exclusion from certain types)? Is discrimination an incidental by-product of social characteristics such as neighborhood, income, mobility, occupation, etc.?"

First questionnaires were prepared with variables relative to differential coverage of policies. The applicants were fictitious "dummy individuals"; everything describing them was held constant except race. Then the policies requested were held constant while the community areas varied. The area variable was related to social status and to the possibility of racial tension. After preliminary investigation, the researcher reports: (1) Brokers ("customer men") may decide not to solicit or accept non-White business. (2) Agencies perform many "pre-underwriting" functions on behalf of companies. Agents may reject an application submitted by a broker before it reaches the underwriting staff of an insurance carrier. (3) Insurance companies may encourage discrimination by failing to clearly articulate non-discriminatory policies, or by intra-office "understandings." (4) Individual underwriters, despite a clearly defined non-discrimination policy, may continue to allow personal bias to influence judgment in the examination of applicants.

215. Factors Promoting and Inhibiting Racial Integration, *Center for the Behavioral Sciences, George Washington University, 2035 "H" Street N.W., Washington, D. C.*

A test of the hypothesis that "communities which cope with integration problems successfully differ from communities with persisting problems in the type of leadership, the power structure, and the process utilized by change agents," has been proposed. The two types of communities will be studied, utilizing interviews, attitude scales, economic analysis, etc.

216. Racial Integration in Levittown, *Herbert J. Gans, Institute of Urban Studies, Teachers College, Columbia University, New York, New York 10027.*

Concern in this study is with the way the community was integrated and how it succeeded. The success of integration is attributed to several factors: "(1) it was required by law;

(2) it did not significantly affect earlier purchasers in the community; (3) it was well handled so that all possible sources of opposition were effectively quieted or neutralized; (4) there were no major community tensions for which racial integration would serve as an additional spark or scapegoat."

The author reports that this study constitutes one chapter in a forthcoming book. The first draft was to have been completed by summer 1964. Further information about the title and scheduled date of publication may be obtained from the author.

217. Desegregation of Social Agencies in the South, *Joseph Golden, Research Division, Atlanta University School of Social Work, Atlanta, Georgia 30314.*

A survey was conducted of social agency practices in the South to find the extent of agreement or disagreement with policies and practices of the national professional organization (N.A.S.W.). There were three hypotheses: (1) nationally accepted policies are practiced differentially in the South; (2) indicators of desegregation are clientele, staff, administration, and board; (3) forces operating to stimulate social agency desegregation are the Civil Rights Movement, federal action, and social work values.

Observation and review of the literature revealed that Southern agencies generally practice segregation as measured by the above indicators.

***218. Urbanization of the Migrant: Processes and Outcomes,** *Robert C. Hanson and Ozzie G. Simmons, with Jules J. Wanderer, William McPhee, Robert Potter, Bureau of Sociological Research, Institute of Behavioral Science, University of Colorado, Boulder, Colorado.*

The research problem is one of identifying and explicating the social processes leading to successful adjustment of Spanish-speaking migrants to the urban milieu. The model to be developed will contain predictive hypotheses about eventual success-failure (e.g., "there is a higher probability of successful adjustment for the migrant who moves to the city with a complete family and lives for a time with a 'gatekeeper' relative who helps him find a job, than for the migrant who moves into the city by himself, lives in a transient area, and has no urban relatives or friends to act as a gatekeeper for him.").

The design of the study entails the collection of detailed case histories on 30 successful and 30 unsuccessful Spanish-speaking city residents of one to seven years, organized around the concept of a role path. A role path indicates how events modify or change attributes of the newcomer in his various roles. The event sequences thus explicated are viewed as social processes contributing to the success or failure of the migrant in the urban milieu. A theory relating these social processes to success-failure will be built into a computer simulation model. Predictions from the model will be tested against data collected from a larger, random sample (N=at least 100) of migrants to the city.

***219. Trade and Service Relationships in Newly Desegrated Areas,** *Morton King, Department of Sociology, Southern Methodist University, Box 192, Dallas, Texas 75222.*

This study involves informal interviewing by undergraduate students directed towards (a) following the process of desegregation and resegregation in a middle class area, and (b) exploring the problems of obtaining goods and services in an area separated from older Negro communities.

220. Direct Action and Desegration: A Study in Social Spontaneity and Institutionalization, *James H. Laue, Department of Sociology, Emory University, Atlanta, Georgia 30322.*

The problem with which this study was concerned was the development of theory adequate for interpretation of the institutionalization of spontaneously-induced social change which emerges into a social movement. A survey of the relevant literature was followed by intensive study of direct action movements against segregation from 1960-62 through participant observation, documentary content analysis, and interview-dialogues with 45 leaders of civil rights organizations, intergroup agency personnel, social scientists, and religious consultants.

The author reports that the major dimensions of the theory are four stages of rationalization (in the Weberian sense) of functional problem-solutions for the relevant social systems (in this case, civil rights organizations, the movement itself, Negro colleges, and local communities, both White and Negro). The theory centers on a crisis concept of social change.

Summaries of some of the findings are contained in "The Movement: Negro Challenge to the Myth," *New South*, July-August, 1963, and William Bruce Cameron, *The Outline of Social Movements*. The study was to have been completed in the summer of 1964.

221. De Facto Segregation in Midville, *Reynold T. Muranaka, University of Puget Sound, Tacoma, Washington 98416.*

Midville is a fictitious name given an actual city in the Pacific Northwest. Based on the U.S. Census statistics of 1960 and the Ethnic Count for the Midville Public Schools as of winter 1963, the 35 census tracts and the 44 elementary schools within their boundaries were classified into four groups according to the number of Negroes in the population. Additional data included: socio-economic information about the general population, scholastic aptitude and achievement test scores, and data on juvenile delinquency. The method used in evaluating the data was the analysis of variance.

The four major null hypotheses of the study were all found to be untenable; there *were* significant differences among the four groups in socio-economic status, in scholastic aptitude and achievement test scores, in the rate of juvenile delinquency, and in participation in the Parent-Teachers group.

The author suggests that the results of this study show that the characteristics of "cumulative causation" (Myrdal, *An American Dilemma*) are exemplified in Midville.

222. Discrimination in Health, Housing, Occupation, and Education in Jefferson County, *Alabama Council on Human Relations, Birmingham, Alabama.*

***223. Quiet Integration,** *Grant Bogue, Department of Sociology, University of Arkansas, Fayetteville, Arkansas.*

Fayetteville, Arkansas and Meadville, Pennsylvania are compared in terms of the process of small city integration occurring in the absence of formal movements.

234. Negro-Jewish Relations, *Abraham G. Duker, Director of Libraries, Yeshiva University, Amsterdam Avenue and 186th Street, New York, New York 10033.*

This study appeared in the January 1965 issue of *Jewish Social Studies.*

225. The Economic Status of Negroes in the Nation and in the South, *Vivian W. Henderson, Department of Economics, Fisk University, Nashville, Tennessee.*

The study has been published by the Southern Regional Council.

226. Spanish-Speaking Peoples in the Southwest, *Howard W. Rogerson, United States Commission on Civil Rights, 1701 Pennsylvania Avenue, N.W., Washington, D.C. 20425.*

A report of the extent to which persons of Hispanic ancestry in the southwestern United States are denied the equal protection of the laws in the areas of housing, education, voting, employment, etc., is to be published.

227. The Southern Jews and Desegregation, *Peter I. Rose, Social Science Research Center, 107 Wright Hall, Smith College, Northampton, Massachusetts.*

s. Multiple Cross-Cultural

***228. Intergroup Relations and International Relations,** *W. Phillips Davison, Council on Foreign Relations, 58 East 68th Street, New York, New York 10021.*

No one of the Council's projects is organized specifically around intergroup relations, but this enters into the consideration of many international situations. A book on U.S. policy toward South Asia, now nearing completion, for instance, takes Moslem-Hindu friction in the sub-continent into account. Studies on Africa, the Middle East, and other areas also frequently encounter communal relations problems.

The correspondent suggests that "research on intergroup relations at present represents one of the greatest unexploited resources for American foreign policy. Communal relations occupy a central position in international crises all over the world: in Cyprus, many African states, Vietnam, the Indian sub-continent, Malaysia, and elsewhere. In the coming years, cases of communal friction that have international implications may be expected to increase. We should be able to apply some of the things that we have learned about intergroup relations in the United States to other countries, but at present are unable to do so because neither the specialists in international relations nor the students of intergroup relations have taken very much interest in the work of the other. As a first step, I think that existing intergroup relations research should be reviewed with an eye to making it as useful as possible for American personnel overseas who are trying to help develop stable nations and prevent communal conflicts from escalating into international war."

229. Comparative Studies of Cultural Change, *Henry F. Dobyns, Department of Anthropology, Cornell University, Ithaca, New York 14850.*

The study focuses upon dynamics and rates of change, including alterations in superordinate-subordinate group relations in Peru, India, Thailand, Canada, and the U.S. Southwest. The methodology includes comparison of participant observational and structured interview data, for the several countries.

***230. The Anglo-Indian Community in India and England,** *Noel P. Gist, Department of Sociology and Anthropology, University of Missouri, Columbia, Missouri.*

Emphasis is on the adjustments the community has made or failed to make, both in India and England, including intergroup relations with other communities. Interviews were conducted in both countries.

231. Cross-Cultural Study of Values, *S. B. Kakkar, Psychology Department, Government Training College for Teachers, Jullundur, Punjab, India.*

This study was concerned with (a) interpersonal values of individuals in the East and the West, (b) the influences of the commonality and differences in values on intergroup relations and approaches to social problems, (c) the effect of essential values on community relations and on relations with other nations, and (d) the influence of the modern neighborliness and intermixture between different nationalities in the matter of revision and reorientation of values.

The data from the U.S. and from Japan was provided by Dr. Leonard Gordon; Dr. Gordon's SIV test was administered by this researcher to comparable groups (teacher trainees, liberal arts students, and high school students) in India. This data was compared and ancient cultural values of these three countries were studied. According to the findings of the study, American, Japanese, and Indian men and women are alike in many ways and different in other ways. Specific findings were too lengthy for the researcher to report them; he should be contacted directly for additional information.

232. Neglected Areas in the Sociology of Immigrants and Ethnic Groups in North America, *Juris Veidemanis, Department of Sociology, University of Wisconsin, Pearse Hall 307, Milwaukee, Wisconsin 53211.*

After analyzing the kinds and extent of neglect of this discipline since World War II and the assumptions accounting for it, the study identifies the relatively unique characteristics of post-World War II immigrant ethnic groups and the conceptual formulations that prove of high and low predictive utility for ethnic and host system relations. Drawing upon his twelve-year research on the 45,000 post-war immigrant Latvians, Dr. Veidemanis indicates (a) the inapplicability of Warner and Srole's timetables and Park's "race relations cycle"; (b) the explanatory and predictive utility of Milton Gordon's conceptual differentiation of behavioral and structural levels in the ethnic-host society relationships; (c) the significance of a vast network of formal and informal groups carried over from the DP period rather than newly established in the country of immigration; (d) the significance of the large number of college-educated (one-fourth of those over 19 years old) and their continued participation in the ethnic social systems and culture. Among the consequences of these indicated characteristics are the expectation and experience of treatment as social and cultural equals from the local population, absence of a pattern of inter-generational conflict, and absence of individual anomie. The research on Latvians further indicates that despite cultural similarity, there is extensive social separation from the host population. This is likely to continue as long as intra-ethnic systems are not primarily oriented toward self-preservation. Stated characteristics are noted as also applicable to other DP ethnic groups, particularly Estonian, Czech, Lithuanian, Hungarian, Ukrainian, and Polish ethnic networks, and to their relationships with Americans and Canadians.

The complete article can be found in the 1963 Autumn issue of *The Sociological Quarterly,* 4: 325-333.

***233. Human Destructiveness,** *Zevedei Barbu, Sociology Department, University of Sussex, Brighton, Sussex, Great Britain.*

This is a historical, comparative analysis of organized oppression. Nazi oppression will be re-examined and compared with other forms of mass extermination and massacre.

***234. Cultural Intercourse Among the Asian Peoples: Problems of Adaptation of Foreign Students,** *Jiro Kawakita, Department of Cultural Anthropology, Tokyo Institute of Technology, Ookayama 1, Meguro-ku, Tokyo, Japan.*

***235. Cultural Intercourse Between Nepal and Japan,** *Jiro Kawakita, Department of Cultural Anthropology, Tokyo Institute of Technology, Ookayama 1, Meguro-ku, Tokyo, Japan.*

***236. The Social Implications of Bilingualism and Multilingualism,** *Aileen D. Ross, Department of Sociology and Anthropology, McGill University, Montreal, Canada.*

French Canadian Protestants and Hindu students are used as examples in this study.

B. SPECIFIC, BY INSTITUTION

a. Housing

FULL REPORTS

***237. A Survey of Attitudes of Realtors Toward Open Occupancy,** *Barbara Bradshaw, Department of Sociology, Center for Sociological Study, Goucher College, Towson, Maryland 21204.*

No specific hypotheses were delineated in this pilot study of the dimensions of discrimination and prejudice in attitudes and practices of real estate brokers. A questionnaire was sent to all members of the Real Estate Board of Greater Baltimore. This questionnaire included both open-ended and close-ended items. It was found that despite a more liberalized policy statement by the Real Estate Board of Greater Baltimore, the real estate brokers continue to refuse to show houses on an open occupancy basis. The major rationalization which they used was economic, despite the availability of evidence to the contrary.

The study was conducted in co-operation with Baltimore Neighborhoods, Inc. and the Real Estate Board of Greater Baltimore.

238. Absolute Discretion?: Selected Documents on "Property Rights" and "Equal Protection of the Laws," *Leonard D. Cain, Jr., Norbert Harris, and Paul F. C. Mueller, Sacramento Committee for Fair Housing, 3720 Folsom Boulevard, Sacramento, California.*

The California Real Estate Association submitted an Initiative Constitutional Amendment on "Sales and Rent of Residential Real Property" which was to be submitted to the voters. The Initiative "prohibits State, subdivision, or agency thereof from denying, limiting, or abridging right of any person to decline to sell, lease, or rent residential real property to any person as he chooses. Prohibition not applicable to property owned by State or its subdivisions; property acquired by eminent domain; or transient lodging accommodations by hotels, motels, and similar public places." The Initiative is believed to have been prompted by the passage of the California Fair Housing Act (1963).

This study presents material from three sources — *The California Real Estate Magazine,* a recent book on *Open Occupancy vs. Forced Housing,* and the recent Colley-Miller request for a Writ of Mandate to the State Supreme Court to remove the Initiative from the ballot — to provide a partial context within which the issue can be examined. It is contended that "although there has not yet been time to make a thorough 'content analysis' of the magazine, the following quotations indicate clearly that during this long period of time the California Real Estate Association has supported and promoted policies and practices which produce segregation through racial discrimination."

239. Housing of Non-Whites in Grand Rapids, Michigan, *Frances E. Coburn, Grand Rapids Urban League, 164-166 Ottawa Avenue N.W., Grand Rapids, Michigan 49502.*

Comparative data, about the housing of the non-White population of Grand Rapids was examined.

"The non-White population increase (1950-1960) was more than twice the increase in the North Central Region. In 1960 89 per cent of non-White families in Grand Rapids were still living in the original ghetto tracts, with 10 per cent living in an extension of the ghetto, and only 1 per cent entirely beyond this area. Three times as great a proportion of whites were in the high income bracket, and only half as many whites in the low income class. Fewer non-Whites were employed here in skilled jobs than is usual in urban areas of the United States. Educationally, non-Whites here are far above the nation as a whole, but Grand Rapids has higher rates of illiteracy and smaller proportions of the college trained among non-Whites as compared to Whites in the city.

Housing of non-Whites is much better in Grand Rapids than in the nation as a whole. There are higher rates of home ownership, a smaller proportion of substandard housing, and a great deal less overcrowding. But in comparison with White-occupied housing, there was in 1960 double the proportion of substandard housing among non-Whites of Grand Rapids, and nearly four times the dilapidation. Serious overcrowding was eight times as prevalent in non-White housing here as in housing occupied by Whites in the city."

***240. Boston Study of Housing,** *Joe R. Feagin, Joint Center of Urban Studies of Harvard and M.I.T., 66 Church Street, Cambridge, Massachusetts.*

Factors involved in housing changes in the Roxbury area of Boston are being investigated by this correspondent. The effect of improved housing environments on psychological outlook (pessimism, self-image) and racial attitudes and images will be examined through longitudinal interviewing of four matched groups moving to different types of housing facilities.

***241. The Effects of the Florida Suitable Home Law on AFDC Recipients,** *Charles M. Grigg and Lewis M. Killian, Institute for Social Research, The Florida State University, Tallahassee, Florida.*

This is a depth survey of changes in the welfare, behavior, and attitudes of Aid to Families of Dependent Children recipients and their children, following withdrawal from the program as a result of the Florida Suitable Home Law. Adjustment to the loss of income and the attitudes of lower class Negro women towards illegitimacy will also be examined. A sample of approximately 2,000 families (mostly Negro) who withdrew between 1959 and 1961, and a control group of 500 active cases are being interviewed.

***242. Commission-Enforced Fair Housing Laws,** *Robert J. Harris, Department of Law, and Eugene N. Feingold, Department of Political Science, 338 Hutchins Hall, University of Michigan, Ann Arbor, Michigan.*

These respondents are engaged in a one-year study of state and local commission-enforced fair housing laws, with emphasis on the Connecticut, New York City, New York State, Pennsylvania, California, District of Columbia, and Philadelphia commissions. The techniques are interviewing and examination of other studies and agency records. The goal is a book for commissioners, staff, legislators, and lobbyists, indicating ways — major and minor — in which commissions' fair housing operations could be made more effective and more fair. The main concerns are: (1) commission structure, procedure, personnel, budget, philosophy; (2) relations between the commission and other groups (the Negro community, the legislature, the Governor and other parts of the Executive, fair housing groups, Negro protest groups, the housing industry, city housing administrators, and other anti-discrimination agencies); (3) how the statutes and regulations might be re-written; and (4) changes that could be accomplished without such textual alterations.

***243. Squatters' Rights in an Urban Area,** *Horst T. Helle, Department of Sociology, Universitat Hamburg, Von Melle Park 9, 2 Hamburg 13, West Germany.*

This is an investigation of the social problem of illegal squatting on 54 per cent of the 40,000 small gardens in Hamburg. The ground is owned by the state and leased to lower working class persons. Housing was tolerated during air-raid days in 1943-44. Since then, an almost ghetto-like development of urban villages" has grown up. It is hypothesized that consciousness of living in an "illegal house" built secretly on State land, encourages the formation of a subculture based on close informal contact among the ingroup members and on an effective formal organization shaped after the pattern of a trade union. This, to an extent, perpetuates the class-struggle tradition.

Interviews were conducted at a random sample of every 40th garden (1,000 interviews).

***244. Bagley Area Study,** *Charles N. Lebeaux, School of Social Work, and Eleanor P. Wolf, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.*

"One of the continuing problems of metropolitan areas with large Negro populations is that of maintaining biracial neighborhoods. In many cities middle-class areas, once entered by Negro households, have tended to become all or predominantly Negro-occupied. Bagley area, a residential neighborhood of one square mile, in northwest Detroit, has been hopefully regarded as an example of the reversal of this pattern. A combination of favorable demographic and market factors, and a vigorous and aggressive local citizens' organization (the Bagley Community Council) are thought to have been responsible for the slow rate of transition which occurred during the first years after Negro in-movement."

This research project involves a study of the area by means of both field observations and repeated household interviews (begun independently by Professor Wolf in 1961) to discover what residential decisions are taking place and what factors are involved in them. The role and functioning of the Council, possible ways in which government action might contribute to racial stabilization, and the role of the area's schools, will also be studied. This is part of a larger "Social Impact Study."

***245. Lafayette Park Study,** *Charles N. Lebeaux, School of Social Work, and Eleanor P. Wolf, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.*

Lafayette Park is a redevelopment area in downtown Detroit consisting of both high and low-rise upper-income housing, constructed after the slum property formerly located there was cleared. The researchers are interested in discovering what kinds of households move to such a core-city area, what satisfactions and/or problems they encountered there, and what plans they have for the future. In general, they hope to learn more about: (1) the potentialities of such housing to attract middle-class families to live in the inner city; (2) how great a range of socio-economic diversity or heterogeneity is feasible in such a sub-community; and (3) what problems are associated with providing educational facilities to households located adjacent to low-income, all-Negro neighborhoods.

The first phase of this study was conducted independently by Professors Wolf and Mel J. Ravitz, in 1960 and 1961. The project will utilize field observations and two sets of household interviews. This is part of a larger "Social Impact Study."

***246. Low-Income Negro Neighborhood Study,** *Charles N. Lebeaux, School of Social Work, and Eleanor P. Wolf, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.*

This study is concerned with the problem of the possibly disruptive and negative effects of the dislocation of households which accompany some phases of urban renewal. An area of the sort that is typically slated for clearance has been selected for study. No plan presently exists to clear the area, permitting the assumption that the neighborhood has not been disturbed by on-going processes of urban renewal. The researchers will attempt to make some appraisal of the losses and/or gains which would result from such a procedure by analyzing the social ties, patterns of mutual assistance, group strength and cohesion that exist in the neighborhood. They hope to also learn more about the interrelationship of the various problems of poverty, with the hope that this might point the way to the most effective types of intervention.

Participant observers are already in residence in the neighborhood and will remain there for several months. In addition, home interviews will be conducted with a sample of households. Key informants, area leaders, and staff members of local schools will be interviewed; school and playground activity will be observed to determine social climates, peer-group culture, and school-community relationships. This is part of a larger "Social Impact Study."

***247. Relocatee Follow-Up: Individuals, Families, Business, and Institutions,** *Charles N. Lebeaux, School of Social Work, and Eleanor P. Wolf, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.*

This study involves, first of all, interviews with a sample of families and individuals who had formerly lived in a redevelopment clearance area (N=200-300), interviews with an equal number of older residents in the neighborhoods in which the relocatees now find themselves, and interviews with an equal number of new relocatees in these neighborhoods who have come from other than urban renewal sites. Information bearing on the following questions is sought: "(1) What has been the effect on the lives of relocatees in all areas of economic and social functioning of the forced move? (2) What views do these people have of the relocation services offered by the city, and what suggestions for improved service? (3) In their present neighborhoods, what opinions of the relocatees are held by older residents?"

The second part of the study entails following up and interviewing key people in some 92 small businesses and institutions (e.g. churches) formerly resident in a redevelopment area, to determine the impact of relocation on business and institutional life, the survival rate and associated factors, difficulties in relocation, etc. This is part of a larger "Social Impact Study."

***248. Moderate Income Vacancy Rates,** *Earl D. Main, Director, Division of Research, Church Federation of Greater Chicago, 116 S. Michigan, Chicago, Illinois 60603, and Michael Schiltz, National Opinion Research Center, Chicago, Illinois.*

This research is being undertaken for the Interreligious Council on Urban Affairs in Chicago. It is hypothesized that (1) vacancy rates are considerably lower for large housing units than for small units; (2) vacancy rates are lower in blocks with non-White residents; (3) in blocks with non-White residents, vacancy rates are lower for large units.

A random sample of 800 blocks in Chicago are examined, using 1960 U.S. census data. Control variables include condition of housing, type of occupancy (renter or owner), percent of units occupied by non-Whites, and average rent or value. The aim is to see if enough units are available for Negro families with children.

***249. Residential Integration and Property Values in Washington, D.C.,** *Erdman Palmore, Department of Research and Statistics, Social Security Administration, 1015 Windsor Rd., Pikesville, Maryland.*

The trends in property values in census tracts in Northwest Washington, D.C. are being measured by recording the sales prices of about a quarter of the sales in each year from 1954 to 1963. Four of these census tracts have experienced large increases in Negro home owners during this period. Two other census tracts have very few Negro home owners; these are being used as controls.

The first of the hypotheses being tested — that property values in the integrated census tracts have increased at about the same rate as for Washington as a whole — has been found true for the average trend of the four census tracts together and also for three of the four tracts taken individually. One of the four has shown a small drop in property values in the last two years.

The second hypothesis is that property values in the integrated census tracts have increased at about the same rate as for similar census tracts which are not integrated. This has not yet been tested.

An attempt will also be made to relate the patterns in property value trends to characteristics of the tracts.

250. Upward Mobile Trends in Negro Housing in Selected Cities of Indiana from 1950 through the 1960's, *Marie D. Rivers, Ball State Teachers College, Muncie, Indiana.*

This study was designed to identify several upward mobile trends in housing for Negroes in seven Indiana cities. The methodology involved (1) examination of U.S. Census Reports, Tracts of Population and Housing, and other reports dealing with the subject, (2) administration of a questionnaire on housing trends in Indiana to Urban League Directors and Negro realtors in the sample cities, to secure areas of agreement, amplification, and interpretation of the upward mobile trends identified in step 1 above, and (3) discussion of the implications of the identified trends in regard to the desires of the Negro people of Indiana relative to open occupancy in housing.

Some of the trends thus identified include: (1) migration from rural to urban living; (2) concentration of the majority in the business and industrial sections of the cities; (3) lessening or cutting down on the number of occupants or sub-family groups residing under one house-unit; (4) tendency toward a representative number of middle and upper class Negroes to move, whenever possible, from congested city areas to suburbs; (5) noticeable increase in Negro home ownership; (6) a noticeable tendency toward upgrading and improving residential sections (once predominantly or all White) when Negroes are permitted to buy in these sections, depending upon the degree of depreciation of the properties; (7) demanding and purchasing, by some Negroes, of newly constructed and higher priced homes, despite a general picture of disadvantages in discrimination in the housing market, low income, and insecure jobs, for Negroes; (8) ready Negro consumption, in spite of restrictions on loans and mortgages, of available newer and modern housing developments for the so-called "Negro or Colored Purchaser" — developments vacated by White occupants ("block-busting" tactics having been used to gain entrance) and substandard homes built exclusively for all-Negro housing developments, and (9) "a prevalence of practice toward organized efforts on the part of state and local groups and institutions in Indiana to educate, fact-find, enforce, investigate, and solicit in the direction of achieving equal opportunities in education, employment, public accommodations, and housing."

Amplification is available by writing to the author.

257. Attitudes of White and Negro Respondents Towards Living in Integrated Neighborhoods in Thirteen Indiana Cities, *Donald M. Royer, Indiana Civil Rights Commission, 1004 State Office Building, Indianapolis, Indiana.*

The purpose of this housing survey was to determine the effect of living in integrated city blocks on the attitudes of residents towards: (1) their neighbors of both races; (2) their own property values and the maintenance of property by Negro neighbors; (3) remaining in an integrated neighborhood.

In each city an attempt was made to select representative samples of integrated blocks and of families within those blocks. The sample includes 1,507 White and 315 Negro respondents in the thirteen Indiana communities. Only those blocks were included in the study which were one-fourth or less Negro in composition, and which had been relatively stable over a ninety day period. Eighteen questions were asked of each respondent by volunteer interviewers selected by mayor's commission on human rights or by human relations councils.

On the basis of the data gathered, it is suggested that "if the findings of this study are representative of the feelings and attitudes of Negro and White neighbors towards living in integrated blocks in Indiana cities, then we must conclude that the fears expressed by many Indiana citizens concerning racial tensions, property maintenance, property values, and flight of white families from integrated neighborhoods are largely unfounded.

It must be remembered, however, that the blocks included in this study were confined largely to those in which White families have remained calm, have refused to run when Negro families moved in, and have continued to live their lives as before — treating Negro newcomers as they would members of their own race — becoming friendly with some, remaining unacquainted with others. Another factor about the study that is significant is that the respondents of both races were drawn largely from the middle class. It should be noted, however, that the thrust towards neighborhood integration in this decade in Indiana cities is coming largely from the middle and upper income, skilled and professional Negro family."

BRIEF NOTES

252. Low-Cost Housing and the Migrant Population, *R. T. Appleyard, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This appears as Study No. 7 of the Committee for Economic Development of Australia, July 1963.

253. A Report to the Mayor and City Council of Chicago on the Present Status and Effectiveness of Existing Fair Housing Practices Legislation in the U.S., *Ben Canaday, Chicago Commission on Human Relations, 211 West Wacker Drive, Chicago, Illinois 60606.*

***254. Mortgage Availability for Non-Whites in the Chicago Area: A Report,** *Ben Canaday, Chicago Commission on Human Relations, 211 West Wacker Drive, Chicago, Illinois 60606.*

255. A Demographic Analysis of the Philadelphia Main Line with Special Reference to Racial Composition and Housing, *John E. Hughes, Department of Sociology, Villanova University, Villanova, Pennsylvania.*

256. Housing Patterns in Fort Wayne, *Ted Tannenbaum, Purdue University Regional Campus, Fort Wayne, Indiana.*

Census tract data was used to investigate the degree of integration in different neighborhoods.

***257. Survey of Attitudes Toward Integrated Housing,** *Ted Tannenbaum, Purdue University Regional Campus, Fort Wayne, Indiana.*

White volunteers interviewed White respondents and Negro volunteers intrviewed Negro respondents to test the assumption that there is little inter-racial conflict in racially integrated neighborhoods.

b. Employment

FULL REPORTS

***258. A Study of Industrial Adjustment,** *R. Bar-Yosef, Department of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem, Jerusalem, Israel.*

This project investigates three sets of variables: the ethnic-cultural background of workers, the level of aspirations and achievement orientation of different worker groups, and adaptation to work.

It is based on intensive interviews and on the examination of actual work behavior of a sample of about 250 workers from three factories belonging to the General Federation of Labour (*Histadruth*). All the data have been collected and are being processed. The analysis hopes to establish the relationship between: subjective and objective adaptation to work; adaptation to work and achievement orientation; achievement orientation and cultural background; contact with the Israeli society and its influence on patterns of achievement.

259. The Social Consequences of Using a Given Language in the Work World of Pluralingual Societies, with Special Emphasis on the Division of Labour at Managerial and Technological Levels, *Jacques Brazeau and Jacques Dofny, Department of Sociology, University of Montreal, C.P. 6128, Montreal, Quebec, Canada.*

Two studies in this project have already been undertaken: (1) Brazeau and Dofny, "Ethnic Succession and Communication Problems within a Quebec Enterprise," (completed, unpublished), and (2) Brazeau, "Applications of the New Laws on Language Uses to the Public Function in Brussels, Belgium," (ongoing). A third study is contemplated: "Survey of the Social Organization of Montreal, re: Languages."

The analyses are based upon case studies of limited situations (using personnel records and key witnesses) and statistical studies of larger areas (combined with information from key informants and available literature).

The major hypothesis of all the studies is that "within linguistically plural societies, some language tends to be dominant. This tendency if left unchecked, creates a social organization which produces ethnic preference for the sake of immediate efficiency. Attention must be given to the social consequences of this and correctives brought to situations of 'systemic' discrimination often taken for granted. Social planning, although difficult, is necessary."

***260. Opportunities and Requirements for Entry Occupation,** *Frances R. Cousens, 381 Education Building, Wayne State University, Detroit, Michigan 48202.*

An attempt is being made to examine entry occupations (i.e. the first full-time job available for young entrants into the labor market) and the skills and competencies demanded for these jobs as compared to those possessed by non-college bound high school leavers (graduates or drop-outs). The author hypothesizes that the course offerings in the senior high schools are not adequately preparing young people for the world of work; business and non-profit establishments are demanding specific skills of those whom they hire without prior related work experience.

To test this hypothesis, the author is conducting three rounds of structural personal interviews at six-month intervals, with a random stratified sample of (a) business establishments and non-profit establishments stratified by type of business (eight categories) and size of work force (five categories)—total of appproximately 500 employers; and (b) 200 non-college young people aged 16-22 who graduated from a Detroit high school in June, 1963 or dropped out prior to that time, stratified by sex, graduate or dropouts, race, economic rank, curriculum, etc.

Findings are not expected until January 1966.

BRIEF NOTES

261. Surinam Laborers in the Netherlands, *A. E. Bayer and A. J. F. Kobben, Institute of Cultural Anthropology, Korte Spinhuissteeg 3, Amsterdam, Netherlands.*

Exploratory research was begun in 1963-64 concerning the 6,000 or so Creole migrant laborers from Surinam in Holland. The methodology includes case studies, content analysis of papers, and interviews. The results will be published soon by Von Forcum, Assen, Holland.

***262. Patterns of Negro Employment in Schenectady,** *Sherwood D. Fox, Department of Sociology, Union College, Schenectady, New York 12308.*

Interviews have been conducted with some 500 (out of a total of over 600) Negro families and unrelated individuals in Schenectady to gather data on employment histories, training and education, unused skills, and actual and perceived cases of discrimination in employment. A questionnaire was filled out, by an interviewer, for every member of the labor force and for all persons 14 years of age and over.

The data will be analyzed in terms of a number of variables, such as education and training, age, sex, origin (regional), membership in labor unions, etc.

***263. An Evaluation of a Community-Based Manpower Retraining Program,** *Robert D. Hess, Committee on Human Development, University of Chicago, 5835 Kimbark, Chicago, Illinois 60637.*

The Woodlawn Organization, a community group, has received funds from the Department of Labor to institute a program of selection and assistance for men who wish to be re-trained but who could not pass the qualifying tests involved in the established programs and screening procedures. The success of recruiting, selecting and counseling these trainees and the eventual success of the trainees in completing training programs and finding jobs is to be evaluated.

***264. Bloomington-Normal Human Relations Council Employment Survey,** *D. Paul Miller, Illinois Wesleyan University, Bloomington, Illinois.*

A team of 20 interviewers are contacting every Negro wage earner in the local community. This number is estimated at approximately 400; at the time of the report, information had been collected on 174 persons with incomes.

Although no specific conclusions are reported, it appears obvious to the researchers that income is below average, that many cannot use training they have, and that a significant number is interested in training programs of various sorts designed to improve their present status.

***265. A Study of French-Canadian and English-Canadian Leadership in Industry,** *William H. Read, Graduate School of Business, McGill University, Montreal 2, Quebec, Canada.*

The problem for this study is the adjustment or "fit" of French-Canadian supervisory and management personnel in an industrial-economic system which is predominantly English (i.e., English-Speaking). The design is a comparison of French-English responses to a set of questionnaires covering the dimensions: (1) organizational goals, (2) leadership style, and (3) motivation in work. The sample is drawn from about a dozen large Canadian industries.

266. German, Italian and Greek Workers in Australia, *W. D. Borrie, Department of Demography, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appears in *International Migration,* Volume I, No. 4, February 1964.

267. Trade Unions' Racial, Religious, and Nationality Membership, *Ben Canaday, Chicago Commission on Human Relations, 211 West Wacker Drive, Chicago, Illinois 60606.*

***268. Workers From Other Countries in Switzerland,** *Hardi*

Fischer, Swiss Federal Institute of Technology, Plattenstrasse 26, 8032 Zurich, Switzerland.

***269. Ways and Means of Promoting Integration in the Field of Employment,** *Jean Guiart, Centre Documentaire pour l'Oceanie, 293 Avenue Daumesnil Paris 12, France.*

Social relations in New Caledonia are being studied.

***270. Perception of Opportunity and Levels of Aspiration,** *Wan S. Han, Department of Sociology, Emory University, Atlanta, Georgia 30022.*

This was a master's thesis written under the supervision of John T. Doby. Race, sex, and socio-economic status were held constant.

***271. Characteristics of Hard-Core Unemployment,** *R. A. Helling, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario.*

The association between limited education and hard-core unemployment is being investigated in an area probability sample of 1,000 persons.

***272. Der Standart des Arbeiters der Gesellschaft,** *Klans Lefringhaniser, Dr. Karrenberg, and Peter Heyde, Sozialamt der Evang, Kirche von Westfalen, Westfalen, West Germany.*

Labor-management relations are examined where the workers are Greek and German.

c. Education

FULL REPORTS

273. Four Studies on Grand Rapids Public Schools, *Hillary Bissell, Grand Rapids Urban League, 164-166 Ottawa Avenue N.W., Grand Rapids, Michigan 49502.*

These four studies, combined into one report, were addressed to four related problems: (1) Are there significant differences in the objective qualifications of teachers assigned to elementary schools in culturally disadvantaged areas and other schools in Grand Rapids, Michigan? (2) What is the significance of growth in the numbers of non-Whites in the Grand Rapids public schools? (3) Are there differences in pupil-teacher ratios between schools in different areas of the city? (4) What is the significance of assignment of non-White teachers to schools with high non-White enrollments?

An examination was made of data provided by the Director of Personnel for the Board of Education. Elementary schools were divided into groups: (1) those with high non-White enrollments; (2) White disadvantaged schools; (3) annexed schools; and (4) other schools. Topics studied include: sex and age of teachers, education, certification, experience, teacher transfers, dropouts, increase in numbers of non-Whites, separation of the races, pupil-teacher ratios, and non-White teacher assignment.

The findings on qualifications of teachers indicated that "within the framework of the present policy of the Board of Education of allowing teachers to choose new assignments, there is no evidence of deliberate discrimination in reference to educational requirements in the assignment of teachers to culturally disadvantaged schools." The problem with teachers in non-White schools is one of inexperience, not lack of preparation. Teachers are leaving or avoiding these assignments. The non-White student drop-out rate is 56 per cent as compared to a 10 per cent White drop-out rate. Ten schools have an average 75 per cent non-White enrollment, four are in the 90 per cent range, and two in the 80 per cent range. Twenty-nine schools have no non-Whites. Sixty-three per cent of non-White teachers are assigned to schools with more than 47 per cent non-White enrollment.

Among the remedies suggested are "recognizing the unusual challenges of these [culturally disadvantaged] schools and setting higher requirements for training and experience with additional compensation being provided for this type of assignment. It was also suggested that if the teacher is to find a real sense of accomplishment in her classes the pupil-teacher ratio must be reduced to as close to the ideal (15) as possible. Another factor which might be considered is a re-examination of the policy of permitting teachers to request transfer."

274. The Effects of School Segregation and Desegregation, *Gerald S. Lesser, Kristine M. Rosenthal, Sally E. Polkoff, and Marjorie B. Riankuch, Laboratory of Human Development, Graduate School of Education, Harvard University, Cambridge, Massachusetts.*

The effects of school segregation and desegregation upon both Negro and White children as related to different aims of education—the acquisition of academic skills, the development of a positive self-concept, and the creation of a strong motivation to learn—are discussed. Numerous studies are cited; on the basis of this evidence it is concluded that "segregated schools provide limited opportunities for children to develop to capacity. Racial balancing on the other hand, by providing an opportunity for association among diverse groups, serves to impart this important lesson—race is no index of human worth." It is also suggested that "studies of authentically integrated schools do not exist, but it is reasonable to expect that the positive results obtained for racially balanced schools would be even more pronounced for basically integrated schools."

***275. The Changing Status of the Southern Negro College,** *Richard Robbins, Department of Sociology, Wheaton College, Box 1024, Norton, Massachusetts.*

The focus of this study is the role conflict of the academic man. Following the work done by Lazarsfeld and Thielens (1958) and by Donovan on the Catholic college (1964), the researcher will classify institutions and interview a sample of faculty members in each type of institution. Preliminary research has been completed; field work is to be undertaken next year.

It is suggested that "changing general patterns of desegregation in the South will have their effect on the separate system of higher education for Negroes in that region. The effect will be measured in terms of role conflict and role adaptation of faculty members. Predominantly Negro institutions of more established reputation (e.g., Fisk, Howard, Hampton, etc.) will be strengthened and will eventually become more interracial and cosmopolitan. Smaller and less well established Negro colleges, public and private, will be confronted with new adjustments as they seek to compete more evenly in the educational system. Stability and change in both kinds of institution will be registered in terms of the role of the faculty member, in terms of the recruitment, status, and scholarly work of the Negro academic man.

276. The Early Development of State Policy on Desegregation of Public Schools in Oklahoma, *Allan A. Saxe, Department of Government, University of Oklahoma, Norman, Oklahoma.*

The central concern is the elimination of segregation as official state policy in the public elementary and secondary schools in Oklahoma. The purpose is to relate the starting points of the innovation, the succession of ideas and techniques used to bring about the transition, and the dynamics of the transition. The approach was primarily historical; in order to show the early development of state policy in this area, state political leaders, attorneys, Negro leaders, newspaper reporters, and civic officials, were interviewed. Primary and secondary materials were used to supply a chronology of events.

The propositions offered are that "desegregation was accomplished without much fanfare and with little or no outward disapproval either from the citizenry or public officials. Desegregation as a state policy took place almost immediately after federal court edicts were issued. On the other hand, the methods and tactics used to effectuate this policy were coercive in nature and aligned themselves into two major categories, namely 'economic' and 'paternalistic.' (The term 'paternalistic' as used in this paper connotes an easily discernible attitude consisting of mild warnings and directions, semi-formal or formal, directed by governmental agencies against various individuals and groups.) Oklahoma adjusted the operations of a public school system to constitutional requirements because her leaders were experienced politicians and effective bureaucrats."

***277. School Integration Controversies in New York City,** *Bert E. Swanson, Department of Political Sociology, Sarah Lawrence College, Bronxville, New York.*

This is a preparatory study of the decision-making processes of a large urban community as it formulates a "Plan for Integration" of its public school system. The major objective of this proposal is to ascertain the degree to which it is feasible to make a full-scale study of the dynamics of school integration controversies in New York City.

A political or structural map, identifying significant leaders, their organizational bases, resources, strategies, and over-all objectives will be constructed. Thus it will be possible to examine (1) the extent and types of changes in alliances and rivalries; (2) the events, episodes, or conditions that give rise to levels of stability and change; and (3) the consequences that ensue from such interest group alignments as they impinge on decisions as to what integration efforts are made, where, and with what expected results. Included here will be a monitoring of the integration process. Political mapping will involve interviewing and observing the leaders at the city-wide and neighborhood levels. A "snowball" technique will be used to identify the key leaders. A specific series of questions listed in the proposal will guide the field investigation. The monitoring of events as they transpire will be based on newspaper clippings, special study reports, public hearings, special workshops and conferences, as well as points of view gleaned from the interviews.

Next, the availability and reliability of various types of data for a large-scale study will be investigated. The value and relevance of these data to the selection of the significant variables in an explanation of the integration processes will be ascertained in the belief that it is important to establish for a large-scale study the selective criteria for sampling sub-communities as well as the measurement of organizational effectiveness of implementing the plan for integration.

***278. Factors Influencing the Speed and Extent of School Desegregation,** *Beth E. Vanfossen, Department of Sociology, Furman University, Greenville, South Carolina.*

This study represents an investigation of the relationships between various socio-economic indices and the tendency to desegregate, by state (sample of 17 Southern states). The author hypothesizes that "educational level, income of Whites, occupational status, degree of urbanity, and income of Negroes, are directly related to the degree of desegregation in Southern states. The percentage of Negroes in the state and the amount of difference between the incomes of Whites and Negroes are inversely related to the degree of desegregation in Southern states."

Indices of the above-mentioned factors have been constructed, and the statistical correlations between these factors and desegregation are being computed. Of those examined to date, "percentage of Negroes in the state is by far the most significant, income is only slightly related, and education is slightly inversely related."

***279. Bi-Racial Study in Southern Higher Education,** *Samuel Paul Wiggins, George Peabody College for Teachers, Box 13, Nashville, Tennessee.*

This study focuses upon barriers to opportunities in higher education for Negroes in both Negro and desegregated colleges and universities. Emphasis is also given to problems of poverty and marginal schooling opportunities of Southern youth without reference to race. It is believed that a spread of effect in extending educational opportunities can be accomplished through identification and analysis of successful experiences on the local institution level. Approximately eight working papers are now in process, dealing with political, educational, social and economic dimensions. The study is based on a combination of interviews, questionnaires, and relevant findings from studies in social science and education.

280. The Educational Park, *Max Wolff, Commonwealth of Puerto Rico, Department of Labor, Migration Division, 322 West 45th Street, New York, New York 10036.*

This correspondent proposes the development of "Educational Parks" to cope with the problems of education in urban areas. He suggests that the Educational Park may be the means by which two pressing ends can be achieved: "removing the fetters of poverty and discrimination from minority groups and the poor so they may join freely in the natural outward development of the metropolitan areas," and "attracting back to the cities the families who left." The Educational Park envisages the development of school centers serving whole communities in a campus-like setting. Children would come together throughout their elementary and secondary schooling. "The Educational Park, because it serves the larger community, will provide high quality of education equally to all children. It will eliminate not only the inequalities of the segregated ghetto school, but also the many inequalities found in advantaged communities."

281. School-Home Relations in an Integrated Elementary School, *Jean K. Boek, University of Maryland, College Park, Maryland.*

One purpose was to ascertain differences among families classified by the school as Puerto Rican, Negro and Other (Caucasian and Oriental) in frequency, reasons for, and outcomes of contacts with the school. Another purpose was to learn whether or not discrimination existed in treatment of pupils or reception accorded parents by administrators, teachers and clerks. In null form, one hypothesis was that no differences existed among the school-classified groups in how they were regarded by faculty and administrators. Another null hoypothesis was that there was no difference in the frequency and reason for contact with the school by parents in the four groups.

Data was gathered during two years of field work in a large New York City school by the writer and other staff of the Bank Street College of Education. Techniques included: (1) participant observation of faculty meetings, school-parent conferences, Parent Association affairs and administrative conferences; (2) interviews with all fifth-grade teachers as well as one fourth and one sixth grade teacher; (3) questionnaires administered to pupils within those classes; (4) home interviews with a two-thirds sample of families of those pupils; (5) analysis of transfer and discharge records and admission procedures; and (6) use of other school records, notices and publications.

Support was given the first hypothesis in terms of overt expression and actions of faculty and administrators, less so by the clerks. The Scholastic Aptitude Tests also lent less support to the hypothesis. The homogeneous grouping of pupils within a grade that preceded and followed a year of an attempt at heterogeneous exponents cast doubt on the hypothesis since the I.Q. and teacher evaluations were used as criteria, resulting in almost all Caucasian and Oriental being in the two top exponents. The second hypothesis had to be rejected.

BRIEF NOTES

***282. Negro Teachers in Public Schools; Trade School Student Survey,** *Ben Canaday, Chicago Commission on Human Relations, 211 West Wacker Drive, Chicago, Illinois 60606.*

283. The Desegregation of Southern Schools: A Psychiatric Study, *Robert Coles, c/o Southern Regional Council, 5 Forsyth Street, N.W., Atlanta 3, Georgia.*

This pamphlet, published jointly by the Southern Regional Council and the Anti-Defamation League, presents the results of a two-year research project undertaken by a child psychiatrist, dealing with the effects of school desegregation.

284. Study of Educational Complexes, *Robert A. Dentler, Institute of Urban Studies, Teachers College, Columbia University, New York, New York 10027.*

This study was undertaken for the New York City Board of Education.

***285. Development of Education in Argentina,** *Torcuato S. Di Tella, Sociology Institute, University of Buenos Aires, Florida 656, Buenos Aires, Argentina.*

Research relating to intergroup relations and education is reported by this correspondent.

****286. The Impact of Religious Differences in the Field of Education,** *Anton J. Gail, "Pädagogische Hochschule,' Köln, Gronewaldstrasse 2, West Germany.*

The author will examine his claim that religious differences in the society create serious problems in the field of education: where the government segregates a school system on religious lines, he suggests, children of diverse backgrounds do not have equal chances of learning.

287. Segregation Litigation and the Schools, *John Kaplan, Northwestern Law School, 357 E. Chicago Avenue, Chicago, Illinois.*

Part III of this this completed study of *de facto* segregation and the problem of seeking relief from the courts appears in the May-June issue of the *Northwestern Law Review.*

288. Southern Schools: Token Desegregation and Beyond, *J. Kenneth Morland, Randolph-Macon Woman's College, Lynchburg, Virginia.*

This study was published jointly by the Southern Regional Council and the Anti-Defamation League.

***289. Busing the Students,** *William C. Morse, School of Education, University of Michigan, Ann Arbor, Michigan.*

The consequences of closing a school and sending the pupils to other schools by bus, are being investigated.

290. Racial Composition of Selected Ohio School Systems, *Ohio Civil Rights Commission, 240 South Parsons Avenue, Columbus, Ohio.*

The commission has conducted a statistical study of the employment of Negro teachers in the eight largest public school systems in Ohio, seeking to identify the degree of correlation between the racial composition of the schools and the racial composition of the faculties. The research design involved the reporting of such data on a school-by-school basis in the eight systems; thus the "sample" was actually 100 per cent of the population involved. A high positive correlation was found.

291. De Facto School Segregation, *Ohio Civil Rights Commission, 240 South Parsons Avenue, Columbus, Ohio.*

An earlier report summarizing the current status, and trends of state and federal law regarding "de facto" school segregation has been updated by the commission. This was more in the nature of a legal analysis than a social science research project.

***292. Public Education,** *Howard W. Rogerson, United States Commission on Civil Rights, 1701 Pennsylvania Avenue, N.W., Washington, D. C. 20425.*

This is a continuing study of the status of desegregation of public schools.

293. De Facto School Segregation in the North and West, *Arnold M. Rose, Department of Sociology, University of Minnesota, Minneapolis 14, Minnesota.*

This is a descriptive and historical survey of problems, protests, legal cases, and proposed solutions concerning *de facto* segregation in these parts of the country.

294. Personnel of Ethnic Minority Groups in Stockton Unified School District, 1947 to 1962, *Stanley Earl Sandelius, School of Education, University of the Pacific, Stockton, California.*

This is a masters' thesis, on file in the library of the University of the Pacific, and available on inter-library loan.

295. A Review of Pertinent Factors in the Peaceful Desegregation of Public Schools, *Sheldon Stoff, Department of Education, Adelphi University, Garden City, Long Island, New York.*

The findings of this study confirmed the hypothesis that there are specific identifiable factors which have been statistically significant to the non-violent school desegregation of southern elementary and secondary public schools. Questionnaires were administered to chief school administrators and NAACP personnel in southern and border desegregated communities (305 communities, 189 responses). The final report was scheduled for completion in September 1964.

296. The Research Relevance of Desegregation, *Meyer Weinberg, Integrated Education, 343 South Dearborn Street, Chicago, Illinois 60604.*

This is a summary of works about the "classroom experience" of desegregation, with a few suggestions for needed research.

****297. An Evaluation of the Community Zoning Plan,** *J. Wayne Wrightstone, Division of Research and Evaluation, New York City Board of Education, 110 Livingston Street, Brooklyn 1, New York.*

The contemplated study will seek to determine the effects of an experimental Community Zoning Plan for selected public schools upon participating pupils, teachers, administrators, parents and communities. The community zoned schools will be utilized for all aspects of the study and the school population in these schools will be the subjects in the evaluation.

d. Church and Religion

FULL REPORTS

***298. Religion and Social Integration,** *Thales de Azevedo, Department of Anthropology, Faculdade de Filosofia, Universidade de Bahia, Salvador, Bahia, Brazil.*

This study is an attempt to ascertain the way in which Catholic, Protestant, and Spiritualistic churches and welfare agencies offer needed psychological support for the social integration of lower class people and rural migrants in a modern large town (Salvador, 70,000 inhabitants). The relationship between church and people, the expectations of the people in reference to the church, and the role of churches in the structuring and organization of social solidarity have been analyzed. Field techniques included (1) a study of the history of the churches and their social and welfare activities, (2) interviews, and (3) questionnaires.

The correspondent reports that "religion is, for people of different social classes in an under-developed country, both a means of communication with the supernatural, with eschatological objectives and a search for solutions—supernatural as well as natural—for immediate problems. This explains the character of 'popular' as against formal religiosity, particularly in connection with Catholicism. Catholic religiosity can be differentiated into three types with diverse doctrinaire emphases and social functions: (a) formal, (b) traditional or nominal, and (c) popular. Similar types may be found among Protestants and Spiritualists."

***299. A Small Town Lutheran Church: Dynamics of Social Organization,** *Robert Lee DeWitt, Department of Sociology, University of New Brunswick, Fredericton, New Brunswick, Canada.*

The research problem is to investigate the role played by the church in the lives of congregation members. Seventy-five per cent of the members are immigrants; the remainder are native or second-generation Canadians. The sample is 100 per cent. There are three hypotheses: (1) that the immigrants with their essentially lower class backgrounds, will see in the church an opportunity to preserve many of the 'old country' ways; (2) that the native Canadians with their predominantly middle-class backgrounds, will visualize the local church as a typically 'suburban' one, and will rebel against attempts to change this image; and (3) that the Church Council will attempt to maintain a 'balance of power' position and this outlook will be reflected in the decision-making processes on current key issues.

Five-point scales will be used for key variables of status, class, and power; questionnaires and participant observation are also employed.

***300. The Effects of a Mission on an Ethnic Minority,** *Lorenz G. Loffler, South Asia Institute, University of Heidelberg, Heidelberg, West Germany.*

The central concerns in this study are (1) the social backgrounds for the acceptance or refusal of baptism, and (2) the revaluation of "own culture" against predominant majorities. The sample is the Bawm of the Chittagong Hill Tracts of East Pakistan. The methodology involved field research (carried out by graduate students of the Institute of Sociology and Ethnology, sponsored by the South Asia Institute, University of Heidelberg) including study of cultural equipment, economy, social organization, and value systems. Findings were evaluated by comparison with all the material of anthropological interest hitherto published in relation to the area of study.

The researchers report: "The mission has been part of the expansion of a neighboring (culturally related) tribe (the Lushei), who accepted baptism as a new means to extend its influence under the conditions of enforced peace. The prestige of the Bawm, formerly gained by warfare, had declined rapidly, and when Lushei chiefs became missionaries the new alignment could be used to raise their own status. A higher level of education contributed to a better understanding of modern trends of development and also strengthened the economic position of the tribe. The history of the Bawm shows various processes of acculturation and adoption; intertribal cooperation may have been replaced by inner-tribal subordination, resulting in two factions whose political and economic status had become discongruent by the time the mission started, and a modern 'nationalistic' (free from Lushei) trend reflects more than the political border-line (India-Pakistan)."

301. The Catholic Church in Racial Crisis, *William A. Osborne, Department of Sociology, St. John's University, Jamaica 32, New York.*

The desegregation process in seven representative dioceses in the U.S. has been studied: three Northern (New York, Chicago, Philadelphia), one border (Washington, D.C.), and three Southern (Lafayette, Louisiana, New Orleans, Louisiana, and Mobile-Birmingham, Alabama). These dioceses include over 3/5 of the Negro Catholic population.

The author concluded that Catholic theology has been serving the latent function of accommodation; it is now dysfunctional vis-à-vis the race problem. "The Catholic Church does not possess the moral power to lead its people into the Civil Rights struggle."

***302. Religious Clashes in Gargano, Italy,** *Samele Acquaviva Sarino, University of Padua, Via Altinate 16, Padova, Padua, Italy.*

Emigrant populations from Southern Italy, characterized by a more or less primitive magical-religious religiosity, have conflicted with the indigenous populations of new areas of settlement in Northern Italy and Germany, in which there is a high degree of industrialization, often impregnated with Marxist or existentialist materialism. This study involves a comparison of the psychological behavior of the individual who remains in the non-industrial conservative area and that of the emigrant to the industrialized area. The headland of Gargano is proposed as the specific area of research; "this is one of the most conservative zones from the magical-religious point of view and also one of the zones in which the most violent collision between this patrimony and the technical industrial world has been seen." In addition, a stigmatized or supposedly stigmatized monk living in this area has become the center of a series of religious or magical-religious rites and practices. These rites and the religious, psychological characteristics of the people who continually claim to have been miraculously cured will also be studied.

BRIEF NOTES

***303. A Study of the Regional Power Structure in the State of Washington and Its Relation to the Goals of Education,** *Eugene C. Erickson, Department of Sociology, Washington State University, Pullman, Washington.*

Interviews are being conducted with 248 public leaders in the state to determine their interaction with one another, their personal characteristics, and their membership in religious or ethnic communities. Various phases of the research have been completed, including a report on the role of the Churchman in which it is suggested that Churchmen today play pastoral (intra-congregational roles) and have little influence in extra-congregational decision-making processes.

***304. Chicago Churches,** *Earl D. Main, Research Division, Church Federation of Greater Chicago, 116 S. Michigan, Chicago, Illinois 60603.*

A map and list of all Chicago churches, including Negro store-front churches, is being prepared.

***305. Churches and Community in Englewood,** *Earl D. Main, Research Division, Church Federation of Greater Chicago, 116 S. Michigan, Chicago, Illinois 60603.*

306. The Status of Agnostics or Freethinkers, *Ernest G. Poser, Department of Psychology, McGill University, Montreal, Quebec, Canada.*

These were briefs on various contemporary issues such as those dealing with the status of agnostics or freethinkers with respect to (1) employment, (2) adoptions, (3) prayers in school, etc. These briefs, of which copies are available from Humanist House in Yellow Springs, Ohio, were presented to the appropriate government authorities.

307. The Role of Churches in Social Controversy, *Richard H. T. Thompson, Department of Psychology and Sociology, University of Canterbury, Christchurch, New Zealand.*

***308. Case Studies of Churches in Racially Changing Communities,** *Robert L. Wilson, Department of Research and Survey, National Division of the Board of Missions of the Methodist Church, 1701 Arch Street, Philadelphia 3, Pennsylvania.*

Fifty Methodist churches in 25 cities are being studied to determine the dynamics of change in a congregation during the process of racial change in the community.

e. Sex, Marriage and Family

FULL REPORTS

***309. Interreligious and Interracial Marriage: A Critical Review,** *Howard J. Ehrlich, Department of Sociology and Anthropology, State University of Iowa, Iowa City, Iowa.*

The intent of this paper is to review the empirical research on interracial and interreligious marriage. As the findings of those studies provide replicated and/or consistent propositions or leads concerning the characteristics of such matings, it is the author's intent to generate a paradigm for the study of intergroup marriages. This review is selective in two respects:

first, equal weight has not been accorded to all of the findings in this area. Greater emphasis has been given to those studies for which findings have been replicated and lesser weight has been assigned to studies based on unspecified or small samples or where the methodological decisions seem incorrect or inappropriate. Second, the review is selective in that the focus has been almost exclusively upon studies of mate selection within American society.

***310. Liberals and Conservatives: A Study in the Sociology of Sex,** *Ira L. Reiss, Department of Sociology, University of Iowa, Iowa City, Iowa.*

"At the most general level the approach taken asserts that groups which differ in their premarital sexual permissiveness will also differ in other social and cultural characteristics. The social and cultural variables that were checked belong in the following major areas: (1) general background (social class, religion, region, city size, birth order, age, race, sex, etc.), (2) permissiveness of parents, peers and close friends, (3) dating experiences and love conceptions, (4) family characteristics (number, sex and age of children, single parent families, etc.). These four areas comprise the major source of 'causal' or independent variables. A number of specific hypotheses were formulated regarding ways in which these variables would relate to premarital sexual permissiveness."

Significant differences were found to be associated with all the variables suggested. On the basis of some of these results, Dr. Reiss suggests that "theoretically the findings indicate that the lower the level of traditional permissiveness in a group the more likely that social factors will be able to affect the individual level of permissiveness in that group. . . . The entire area of social change is relevant to this position for the theory implies that low permissive groups are more susceptible to change and must be studied if an adequate picture of social change in this area is to emerge. This notion is one of the major reasons for the title of the book, for it stresses the fact that there are two fundamentally distinct types of groups in the area of sexual belief: liberals and conservatives and these groups fit quite differently into our society."

The data result from administration of the Guttman scale used to measure premarital sexual permissiveness to two probability samples: 903 cases from high schools and colleges, and an adult sample of 1515 cases. Most of the data has been analyzed; the book is to be published by the end of the summer of 1966. Three articles have been published to date: "Sociological Studies of Sexual Standards" in George Winokur (ed.), *Determinants of Human Sexual Behavior* (C. C. Thomas, 1963); "The Scaling of Premarital Sexual Permissiveness," *Journal of Marriage and the Family*, 26 (May 1964); and "Premarital Sexual Permissiveness Among Negroes and Whites," *American Sociological Review*, 29 (October 1964). The study, supported by a National Institute of Mental Health Research grant, carries further the author's earlier work in *Premarital Sexual Standards in America* (The Free Press of Glencoe, 1960).

BRIEF NOTES

***311. Study of Illegitimacy,** *Donald P. Irish, Department of Sociology, Hamline University, Hewitt Avenue, St. Paul, Minnesota 55101, Charles E. Bowerman and Hallowell Pope, Institute for Research in Social Science, University of North Carolina, Chapel Hill, North Carolina.*

The study, financed by the Social Security Administration, relates to illegitimacy among Negroes and Whites, and considers racial-cultural differences in sex norms, attitudes toward illegitimacy, background factors, use of contraceptives, dating patterns, and related matters. Interviews were conducted with Negro (N=630) and White (N=482) unwed mothers in 35 counties in North Carolina. There were also two supplemental studies of the private patients of physicians and of maternity home residents.

***312. The Children of the Negro Mother,** *Eric Robert Krystall, Center for Research on Conflict Resolution, University of Michigan, 1100 E. Washington, Ann Arbor, Michigan.*

For this study of the social and economic correlates of fertility behavior, including family structure, welfare status, etc., personal interviews were conducted in Detroit with 200 Negro mothers, 100 of whom had recently given birth to a second child, and 100, to a fourth child.

f. Politics

BRIEF NOTES

313. Ethnic Politics, *Edgar Litt, Department of Political Science, Boston College, Newton 69, Massachusetts.*

The topics to be covered in this book include "An Introduction to Ethnic Politics," "The American Society and the Ethnic Melting Pot," "The Persistence of Ethnicity in Political

Choice," "Ethnic Politics and Political Structure," "Ethnic Politics and Political Culture," "Political Parties," "Interest Groups and Civic Associations," "Government, Bureaucracies, and Innovation," "The Allocation of Values: Deference," "The Allocation of Values: Power," "The Allocation of Values: Education." Examples are both historical and contemporary.

***314. The Legislative Path to Political Power for Ethnic Minorities,** *Bert E. Swanson, Social Science Faculty, Sarah Lawrence College, Bronxville, New York.*

An examination of New York State legislative representatives is being made in an attempt to explore the political aspects of the assimilation process.

315. Eagleton Case Studies in Practical Politics, *Paul Tillett, (ed.), Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey.*

Dr. Tillett reports that several cases in this series deal with race and politics:

10. "An All-Negro Ticket in Baltimore," G. James Fleming. An account of the efforts of a group of Negroes to obtain greater representation in Maryland state politics by the organization of a bipartisan coalition in Baltimore's Fifth Ward.

12. "Two Parties for Shreveport, Louisiana," Kenneth N. Vines. The transformation of a Southern Republican group from a patronage organization to a competitive electoral party. How and why this occurred in Shreveport.

15. "The Purge That Failed: Tammany vs. Powell," David Hapgood. While containing much information on the structure and content of race politics in New York, the case concentrates on Tammany's decision to withdraw support from Powell, the embattled Congressman's response, and the consequences for Manhattan's Democratic organization.

17. "The Little Rock Recall Election," Henry M. Alexander. How the responsible citizens of Little Rock regained control of their schools.

19. "Minority Politics in Black Belt Alabama," Charles V. Hamilton. The efforts of a group of Negroes in Tuskegee, Alabama, to have a Board of Voting Registrars appointed so that they might exercise the basic civil right.

3

27. "Memphis Politics: A Study in Racial Bloc Voting," William E. Wright. A Memphis city election, Negro and White candidates, and the reaction of the community.

31. "Political Leadership and the School Desegregation Crisis in Louisiana," Edward L. Pinney and Robert S. Friedman. Token desegregation of two New Orleans grammar schools precipitated a public display of racial prejudice and, in the state capital, a determined effort to ensure racial separation in public schools. Through the whole crisis, the position of the Governor, Jimmie Davis, remained a mystery.

Persons interested in obtaining the cases should write to the editor.

g. International Relations

BRIEF NOTES

***316. Attitude Change Through Participation in International Youth Camps,** *Dieter Danckwortt, Internationale Jugendgemeinschaftsdienste e.V., (53) Ippendorf bei Bonn, Buchholzstr. 35, West Germany.*

Participant observation, interviews, and group discussions were utilized in the study. It was hypothesized that there would be no permanent attitude change (favorable to international cooperation) without a similar change at home (parents and teachers), and that there would be no attitude change in the absence of good camp leadership and engagement in hard group work (practical tasks). The study will continue in 1966.

***317. The Impact of Area Orientation Courses for German Technical Personnel in Developing Countries,** *J. Bodo Sperling, H. Esche, and I. Reisch, German Foundation for Developing Countries, Area Orientation Course, (53) Bonn, Drachenfelsstr. 3, West Germany.*

Studies were begun in order to learn about the persistence of prejudices and the varying degrees of cultural empathy with German technical personnel working in development projects in Africa, Asia and Latin America. The practical aim of this investigation is to shape and improve the programs of area orientation courses accordingly. Questionnaires were administered and interviews are being conducted with those German technical personnel in a special industrial project in

India who had participated in area orientation courses before being assigned there.

318. Evaluation of International Seminars and Conferences for Leaders from Developing Countries, *Dieter Danckwortt, German Foundation for Developing Countries, (53) Bonn, Bluecherstr. 16, West Germany.*

h. Police and Armed Forces

BRIEF NOTES

***319. A Study of Police Public Relations,** *Michael Banton, Department of Social Anthropology, The University, Edinburgh 8, Scotland.*

Problems of intergroup relations are dealt with in the sections of this study concerned with (1) the work of Negro police officers and the policing of Negro communities in the U.S., and (2) the problems of patrol work in Scotland. The project as a whole focuses upon the influence of police organization in interpersonal relations. The first stage of the research was reported in *The Policeman in the Community* (Basic Books, New York, 1964); the second stage, dealing with the experience of the police as reported by groups within the public, is in the planning stage.

After August 1, 1965, Dr. Banton can be reached in the Department of Sociology, The University, Bristol 2, England.

***320. The American Negro as a Soldier in World War I,** *Arthur E. Barbeau, History Department, West Liberty State College, West Liberty, West Virginia.*

Through a survey of World War I records, this correspondent is attempting to ascertain the roles of Negro soldiers and the way they performed these roles. Negro and White veterans will be interviewed through local American Legion posts. Among Negroes, the object will be to see what duties they performed, where they came from, and where they went after the war. Among Whites, the attempt will be to see what reports they carried home about Negro troops and whether place of origin had anything to do with the type of reports they disseminated. So far, it has been found that "the Negro was, in fact, a first class soldier. He performed all duties, except that of officer, in a manner surpassing expectations. His service was on a par with that of white troops. Extenuating circumstances indicate that his service as an officer was better than should have been expected."

321. Police Handling of Arrestees, *Joseph H. Fichter and Tom Lieb, Loyola University of the South, 1436 Fern Street, New Orleans, Louisiana 70118.*

These authors interviewed arrestees (200 Negro and White), policemen, and other citizens of New Orleans in an attempt to discover differential treatment because of race, class, categories of crime. Evidence of this was found; differences were noted with respect to arresting officers, some exhibiting discriminatory practices while others did not.

IV. CIVIL RIGHTS: ATTITUDES, LAWS, AGENCIES, AND ACTION PROGRAMS

FULL REPORTS

***322. Civil Rights Problems in Cedar Rapids: The Negroes' View,** *Mary Alice Ericson, Department of Sociology, Coe College, Cedar Rapids, Iowa 52402.*

A multi-purpose survey based on a probability sample of 400 produced the finding in May of 1964 that 75 per cent of the general population thought the city of Cedar Rapids had no civil rights problems. The NAACP hypothesized that the Negro view of civil rights problems in the city was different and that an overwhelming majority of Negroes think the city has civil rights problems and can document this opinion with personal experiences.

Several questions were of primary concern: How many Negroes in Cedar Rapids think there are civil rights problems in the city? What is the nature of these problems? How many Negroes have personally had experience with civil rights problems? What were the experiences, and when did they occur? If they think there are problems but have not experienced them personally, how do they explain this? What solutions are suggested for the civil rights problems in the city?

A list of all Negro families known to Negro organizations was prepared and made as complete as possible by the interviewers when they were in the neighborhoods. Forty-five volunteers did the interviewing in pairs: one White and one Negro. Eighty per cent of the known Negro families and unattached persons were interviewed over a two month period. Of these, 87 per cent think there are civil rights problems in Cedar Rapids. In rank order these problems are housing, public accommodations (barber shops and taverns), employment, group membership (unions), treatment of school children, and public facilities (swimming pools). There are no problems in registration and voting. One half or fewer have actually had personal experience with these problems. The most common explanation for not having personal experience is the one of strenuous effort to *avoid* situations where they can arise.

***323. Negro Attitudes Toward and Participation In Protest Organizations,** *Cyril R. Friedman, Department of Sociology, University of Maine, Orono, Maine 04473.*

A Negro community within the Bangor, Maine area which is presently in the process of implementing organized protest is being studied. Concern is with two central questions: (1) What are the factors which produce similarities and differences in attitudes towards protest among Negroes? (2) What are the factors related to Negro participation and nonparticipation in a protest organization such as the NAACP?

"The present native community consists of approximately fifty families, of which only thirty-five individuals are participants and more than fifty are non-participants in the NAACP. The native Negro community excludes all transient individuals attached to Dow Air Force Base. This community is composed of at least two generations of Negroes whose ancestry testifies to considerable ethnic difference when compared with most Negro Americans. The original settlers migrated from northeastern Canada during the early 1900's, anticipating higher status and job opportunity in the American community. The history of the Negro in the Bangor area suggests the growth of miltant group identification. As early as World War II efforts were made to establish purposive interracial dialogue. An attempt at this time to organize an interracial community council failed and it was not until September 1963 when a chapter of NAACP was established that further action was supported by segments of the Negro community."

By means of a questionnaire, background data, attitudes, and group identification are being ascertained. Independent indices of positive, ambivalent, and negative group identification will be used.

324. Reactions to the Civil Rights Bill, *Roberta S. Sigel, Wayne State University, Detroit, Michigan.*

Students who work in industry, service trades, etc., each interviewed five fellow workers (not a representative sample of the Detroit working community) as part of a laboratory course in political behavior. The results reported were: "Non-college people and college students had about the same amount of information, although the highest knowledge scores were achieved by non-college individuals. The amount of information was remarkably complete and exceeded our expectations. Non-college people were extremely frank in their concern over Negroes moving into their neighborhoods and most said they would move out. Although many anti-Negro comments were made (some quite gratuitously) a majority approved of the bill and cognitively were aware of the need for equal treatment. Non-college educated people were more anti-Negro on all scores but on housing a sizeable number of college students expressed opposition. A suburban policeman was the only subsample which was anti-Negro on every aspect of the interview. Objection to working with Negroes was less than objection to housing; objection to integrated schooling was less than either of these. Personal experience (having worked or gone to school together) did not affect these attitudes."

****325. Law Students Civil Rights Research Council Project Report: To Be Assigned On Or After February 1, 1964,** *Howard Slater (ed.), Law Students Civil Rights Research Council, 156 Fifth Avenue, New York, New York 10010.*

A list of twenty-seven research questions which require research work has been compiled by the Council. It is suggested that "some of these problems have been given preliminary attention. Others have been suggested as suitable research topics for the first time. Many of these problems derive from actual cases, rather than hypothetical, anticipatory statements. However, all problems are stated in the abstract."

The list of contemplated projects is too lengthy to reproduce it in its entirety. Interested persons may contact the correspondent for more detailed information about the suggestions and action that may have been taken on any of them. One entry is noted as a sample of the interests evidenced in this list:

"8. Prepare a survey memo on the rent and eviction laws of the following Northern cities: New York, Philadelphia, Boston, Chicago, Washington, Baltimore, Detroit, Cleveland, Cincinnati, St. Louis, Los Angeles, and Oakland. Provide a comparative analysis of the relative virtues of these laws in relation to their utilization as tools in bargaining and suing to enforce better maintenance of slum housing by landlords (as for example through a rent strike)."

326. Summer Internship Program, *Howard Slater, Law Students Civil Rights Research Council, 156 Fifth Avenue, New York, New York 10010.*

During the summer of 1963, approximately fifteen law students from five law schools worked in a variety of capacities in the civil rights movement in Mississippi, Alabama, Georgia, Virginia, Washington, D.C., and New York. At the close of the summer, they founded this Council in order to extend their work through the year and for the following summers and to enlist the aid of other law students in these activities. Seventeen law schools presently have member groups associated with the Council.

Through various projects the Council attempts to transmit knowledge and skills concerning civil rights law to law students, to secure an increased commitment by lawyers to their responsibility in civil rights, and to provide needed assistance to overburdened lawyers who advise and litigate in the civil rights field. The summer internship is designed to accomplish these goals by recruiting specific law students for specific attorneys and places and by raising funds to underwrite this activity. Students are selected for the program on the basis of their ability, experience, and interests; consideration is also given to choosing students from as many law schools as possible so that the educational impact of the experiences of the participants will be wide-spread at the various law school communities. Students work for basic subsistence wages in two capacities. Those working with attorneys perform the general functions of law clerks (conduct investigations and interviews, organize files and libraries, prepare memoranda and briefs, and assist in the conducting of negotiations and formal proceedings). Those working with local civil rights groups where counsel is not available provide informal legal advice, organize and conduct educational programs dealing with law, compile documentary materials on the administration of justice, and perform research about the operation of federal, state, and municipal agencies. For further information, contact Howard Slater, Director.

327. The Tallahassee Sit-ins and CORE: A Nonviolent Revolutionary Submovement, *Robert M. White, Department of Sociology and Anthropology, University of North Dakota, Grand Forks, North Dakota.*

At the community level nonviolent direct action submovements have emerged in localities throughout the South and have spread to some of the larger Northern cities. This is a study of the emergence and anatomy of one such group, and its role as a spearhead of a revolutionary submovement in a small, segregated Southern community. The major purpose of this study is to present a descriptive natural history and a microcosmic analysis of the internal structure and processes of the specific generic form of social movement referred to herein as a nonviolent revolutionary submovement.

The concept of natural history used in this study designates descriptions of (1) the general history of the desegregation movement; (2) the relevant social history of the social system out of which the submovement emerged; (3) the history, organization and program of the submovement; and (4) the chronology and life-cycle of the submovement. The microcosmic analysis presents a more rigorously analytical treatment of (1) the structural and systemic framework of submovement developments; (2) the emergent development of leadership and discipline processes and problems; and (3) the emergent development of leadership and communication processes and problems.

It is a nonquantitative study based on data obtained mainly through the technique of participant observation. The writer was a participant observer in community race relations between September, 1957 and July, 1960, but the main focus of this study is on the emergence of the nonviolent revolutionary submovement between October, 1959 and July, 1960. Additional sources of data included previous studies of community race relations, organizational materials from the files of the national and the local CORE groups, direct and indirect personal interviews, and relevant press coverage.

BRIEF NOTES

328. Consistency in Attitudes Toward Civil Liberties, *Abe Arkoff, Department of Psychology, University of Hawaii, Honolulu, Hawaii 96822, and Gerald M. Meredith, University of Illinois, Laboratory of Personality Assessment, 907 South Sixth Street, Champaign, Illinois.*

In order to determine the consistency of attitudes toward civil liberties, an instrument assessing 20 issues was administered to a large group of undergraduate college students. The respondents were found to have a modest libertarian bias, and there were no significant differences between the sexes. The items proved to have high discriminal facility; intercorrelations among the items, however, were generally low, giving little evidence that for this group of respondents and issues civil libertarianism constituted a single dimension.

329. The National Civil Liberties Clearing House, *Mary Alice Baldinger, 1637 Massachusetts Avenue, N.W., Washington, D.C. 20036.*

The correspondent, Executive Director, reports that this is an association of national organizations for the promotion of knowledge, the development of public enlightenment and discussion, and the dissemination of factual information and educational materials on issues of public concern in the fields of civil liberties, civil rights, intellectual freedom, and human rights. Eighty-six agencies are actively associated in it.

***330. Procedural Problems in the Judicial Enforcement of the Substantive Rights of Negroes,** *Berl I. Bernhard, Director, Special Committee on Civil Rights Under Law, Association of the Bar of the City of New York, Suite 1035, Universal Building North, 1875 Connecticut Avenue, N.W., Washington, D.C. 20009.*

This Committee is presently engaged in an extensive inquiry into this problem, focusing upon the legal doctrines and procedures involved. The basic hypothesis is that the Federal courts have proven to be a slow device for enforcing the statutory and judicially declared rights of Negroes.

By analyzing the cases in which relief has been denied or delayed, and studying the legal doctrines relied on, the author hopes to determine the procedural problems and suggest remedies.

331. Civil Rights Publications, *S. D. Blackford, Southern Regional Council, 5 Forsyth Street, Atlanta 3, Georgia.*

This correspondent, Research Director of the Council, reports several publications and numerous studies in progress. He should be contacted directly for information.

332. Civil Rights and the College Student, *Paul Blumberg, Department of Social Science, 220 Wheeler, University of California, Berkeley 4, California.*

Students in Social Science gathered interviews from a schedule drawn up by this correspondent. Two hundred University of California students were queried on their attitudes toward civil rights legislation, direct action movements, popular stereotypes about Negroes, and social distance. Background information about the students was included.

The survey revealed: (1) more racial tolerance among students than the general public; (2) general antagonism toward direct action movements; (3) a generally favorable attitude toward legislation in this field; (4) the following groups tend to be more liberal than their counterparts: Democrats; Jews; and "Independents" (as compared to members of fraternities and sororities).

333. Securing Equality: The Operation of the Laws of New Jersey Concerning Racial Discrimination, *Alfred W. Blumrosen and Leonard Zeitz, School of Law, Rutgers University, 53 Washington St., Newark, New Jersey.*

This study involves a legal analysis of the operations of the state anti-discrimination agency, and a sociological study of the attitudes of a sample of males residing in the south side of Newark, New Jersey towards the legal system and the law against discrimination. The report, prepared for the New Jersey State Civil Rights Commission, is to be published in the Rutgers Law Review.

***334. Civil Rights Stress and Structural Reorganization,** *Grant Bogue, Department of Sociology, University of Arkansas, Fayetteville, Arkansas.*

The effect of controversy within White families and organizations is being studied.

***335. Civil Rights and Community Action,** *Rhoda L. Goldstein, Department of Economics and Sociology, Douglass College, New Brunswick, New Jersey.*

As a participant observer, the correspondent has collected data on the civil rights movement and on *de facto* school segregation in a New Jersey community of about 20,000 persons. Several papers are contemplated as a result of the study; one article deals with the gains to the sociologist of being a participant in direct action (to be published in a forthcoming issue of *Phylon*); others will deal with a local *de facto* segregation case and with the history of an interracial educational organization.

***336. Legal Action and Discrimination,** *Jacob D. Hyman and Herman Schwartz, School of Law, State University of New York at Buffalo, 77 West Eagle St., Buffalo, New York 64202.*

These authors report ongoing, legal research on the question of the constitutional validity of official action which is based on considerations of race in attempting to correct the consequences of past discrimination.

****337. Labor Unions and Civil Rights,** *Barry S. Jaynes, Campus Americans for Democratic Action, 156 Fifth Avenue, New York, New York 10010.*

This contemplated study will deal with the question of the extent to which the union movement of this country supports the civil rights struggle.

***338. Civil Rights at Arizona State University Since 1950,** *Frederick B. Lindstrom, Associate Professor of Sociology, Arizona State University, Tempe, Arizona.*

The researcher is concerned with documenting changes and establishing trend lines in practices at Arizona State University. Documents, newspaper items and personal papers are being examined, and interviews are being conducted with key people. It is suggested that "this case study is of interest because Arizona had legal school segregation until 1953, had a law forbidding racial intermarriage until 1962, has repeatedly refused to enact a public accommodations law, and is a center for a well-organized, aggressive, conservative pressure group."

***339. Anti-Discrimination Agencies: A Comparative Analysis,** *Duane Lockard, Department of Politics, Princeton University, Princeton, New Jersey.*

This research is aimed at evaluating the effectiveness of 15 state and local anti-discrimination agencies, and examining their politics.

***340. The Race Problem in the United States,** *Pauli Murray, Yale Law School, New Haven, Connecticut.*

A re-examination of the roots of the race problem and the implications of current developments and legislation for social policy is being undertaken by this correspondent. She has previously compiled and edited *States' Laws on Race and Color* (1951, 1955 supplement).

341. Ten Years of Prelude, *Benjamin Muse, Box 312, Manassas, Virginia 22110.*

This is a Viking Press publication (no date given). The author reports he is presently engaged in compilation of a continuing history of the American Negro revolution.

342. Virginia's Massive Resistance, *Benjamin Muse, Box 312, Manassas, Virginia 22110.*

This has been published by the Indiana University Press (no date given).

***343. The Functions and Characteristics of Human Relations Conferences,** *Bartolomeo J. Palisi, California State College at Fullerton, 800 N. State College Boulevard, Fullerton, California.*

This is an attempt to discover some of the characteristics of people attending Human Relations Conferences and to determine if such conferences fulfill their stated purposes of education. The correspondent suggests that "(1) Individuals attending Human Relations Conferences are largely from a select social background — i.e. they are middle class, well educated, liberal in their social views, etc. (2) Thus, the Conference does not accomplish its stated purpose — to educate the public."

The total population of people attending a Conference in the winter of 1964 was surveyed by means of a mailed questionnaire. Three hundred questionnaires were sent; two hundred were returned and properly answered.

***344. The Effectiveness of Local Voluntary Interracial Groups in Illinois Communities,** *Richard Robbins, Department of Sociology, Wheaton College, Box 1024, Norton, Massachusetts.*

Work done on this topic in 1960 is being revised and expanded; the study is based on interviews with a sample of membership of 32 such groups in Illinois cities and towns.

***345. Department of Agriculture,** *Howard W. Rogerson, United States Commission on Civil Rights, 1701 Pennsylvania Avenue, N.W., Washington, D.C. 20425.*

Selected programs of the Department of Agriculture are being studied to determine the extent to which Negroes are denied equal protection of the law.

346. Survey of State and Municipal Human Relations Commissions, *Howard W. Rogerson, United States Commission on Civil Rights, 1701 Pennsylvania Avenue, N.W., Washington, D.C. 20425.*

This is a questionnaire and field survey of the establishment, jurisdiction, administration and policies of human relations commissions, bi-racial committees and the like which have been created by action of state or local government.

***347. The Pursuit of Justice: Federal Criminal Civil Rights Enforcement,** *Harry H. Shapiro, Department of Political Science, Rutgers University, 406 Penn Street, Camden, New Jersey.*

This is a case study predicated on the thesis that present criminal federal laws on civil rights serve a minimal function where official, "under color of law" violations take place. Specifically the statute 18 USC 242 is hobbled by Supreme Court decisions (Screws v. U.S.), and by "built-in" deterrents to prosecution. The study also deals with the range of federal criminal civil rights statutes and the functioning of the Civil

Rights Division through case study, observation at trials, interviews, etc.

***348. A Case Study of the Euclid Society for Interracial Understanding,** *Margaret Sinnott, c/o Sister Miriam, O.S.U., Department of Sociology, Ursuline College, 2234 Overlook Road, Cleveland, Ohio 44106.*

Sister Miriam reports this ongoing project by one of her students.

349. Law Students Civil Rights Research Council Project Report: Completed September 1, 1963 — February 1, 1964, *Howard Slater (ed.), Law Students Civil Rights Research Council, 156 Fifth Avenue, New York, New York 10010.*

This correspondent reports 32 research projects completed by the Council in the period. Synopses of these reports are listed; titles indicate concern with such problems as boycott, voting, public accommodations, *de facto* segregation, bail procedure, state laws, etc.

Law students at law schools where membership groups of the Council operate have prepared these memoranda and briefs as legal research assistance for civil rights and liberties attorneys and organizations.

A sample entry on the list reads: "15. *Removal* — A memo on the history and contemporary use of provisions for removing civil rights cases from state to federal courts; from the Civil Rights Act of 1866 to 28 USC 1443 . . ." Further information about all projects is available from the correspondent.

***350. Law Students Civil Rights Research Council Project Report: Outstanding as of February 1, 1964,** *Howard Slater (ed.), Law Students Civil Rights Research Council, 156 Fifth Avenue, New York, New York 10010.*

Twenty-two projects are reported outstanding as of February 1, 1964. Sample titles are: "Excessive Bail," "Prison Treatment," "Peace Bond or Good Behavior Bond Cases," "Federal Funds," "Bond Issues," "Labor Union Discrimination," etc. A sample entry on the list reads as follows: "7. *The President's Executive Order in Housing*—An analysis of the housing order to see just what types of housing and how much housing it covers and, in particular, what action an individual discriminated against can take. Can an individual sue under the Executive Order and if so what type of suit can be brought—injunctive or damages, etc. . . ."

Information about completed projects can be obtained from the correspondent.

***351. The Development of Community Leadership: A Case History of the Birth and Growth of Two Intergroup Organizations,** *Bulkeley Smith, Jr., Department of Sociology, Mount Holyoke College, South Hadley, Massachusetts.*

Through participant observation, interviewing, and the use of organization records, it has been found that "given the right circumstances a Human Relations Council can prepare the way for the spontaneous appearance of a Negro group of marked effectiveness in intergroup relations, despite a previous history of complete supineness in community affairs and a very low level of education in the Negro population." Current research is directed to an attempt to isolate these circumstances.

***352. Criteria for Evaluating the Effectiveness of Community Action Programs,** *Social Dynamics Research Institute, City College, Convent Avenue and 137th Street, New York, New York 10031.*

This study is in the early planning stage.

353. The Civil Rights Crisis: A Synopsis of Recent Developments, *Southern Regional Council, 5 Forsyth Street, N.W., Atlanta 3, Georgia.*

This is a rundown of what happened where and when in each Southern state during the so-called "summer of crisis." The synopsis of racial protest and reaction covers the period from April through late August, 1963.

354. White Attitudes Toward Negro Demonstrations, *Aaron J. Spector, Department of Social Science, National Analysts, Inc., 1015 Chestnut Street, Philadelphia, Pennsylvania.*

Attitudes toward encouraging various demonstration activities are measured and related to personal experiences and characteristics of the respondents. The trend study was based upon national probability samples. The first wave, based on 2,000 households, was conducted in November 1963; the second wave, of 3,000 households, in September 1964.

***355. Social Forces Affecting Maintenance, Extension and Curtailment of Civil Liberties,** *William Spinrad, Paterson State College, 50 Florence Place, East Paterson, New Jersey.*

****356. Personality Differences Between Negro Participants and Non-Participants in the Civil Rights Struggle,** *Harry C. Steinmetz, Department of Psychology, Morehouse College, Atlanta, Georgia 30314.*

357. The Negro Revolt 1963, *Paul Tillett, Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey.*

This article will appear in the *American Government Annual* (1964-65), published by Holt, Rinehart, and Winston, Inc.

V. EDUCATION FOR THE CULTURALLY DISADVANTAGED

FULL REPORTS

358. The Educational Status of Children in a District Without Public Schools, *Robert Lee Green, 205 Erickson Hall, Michigan State University, East Lansing, Michigan.*

A study was made of 1,700 Negro children who were deprived of schooling for a four-year period in Prince Edward County, Virginia. The focus was on achievement and aptitude deficits, and on community changes resulting from school closure. The research design rested on post-treatment test data since pre-treatment data was not available.

Marked differences were found between those who were totally deprived of schooling in contrast to subjects who were able to receive intermittent schooling. The mean IQ differences (Stanford-Binet) between the groups of children provided schooling and those denied it ranged from 1.5 to 31.5 points. Similar findings are reported for achievement test data.

359. The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children, *Bernard Mackler and Thelma Catalano, Institute of Urban Studies, Teachers College, Columbia University, New York, New York 10027.*

The purpose of the study is to compare the relatively successful elementary school pupils coming from low-income households in depressed neighborhoods of the urban North with relatively average and failing pupils from identical settings. The aim is thus to document different patterns of personal and social development and to relate these patterns to scholastic performance among disadvantaged children. The emphasis will be on differences in the personal and interpersonal situations that mold the highly motivated, the average, and the failing student. The study will illuminate the interplay of psychological, familial, environmental (emphatically the school), sociological, and economic factors on the education of children from economically deprived families.

The major hypothesis is that "differences occur in intrapersonal and interpersonal behavior among children whose academic performances are successful, average, and failing. Successful students are motivated to succeed in school and in other personal and social spheres. Successful students show a history of receipt of special supports and encouragements, intensive and/or extensive, that have enabled them to want to do well. Academic success, as defined in this study, is both an independent and dependent variable. It is an independent variable in that it presently affects the child. Here academic success is causally related to behavior. As a dependent variable, success acts as an outcome (longitudinally) of social behavior of others who have influenced the child's personality development. Specifically, the child's school performance results, in part, from the child rearing practices and attitudes of parents over a period of years. For this study, the statistical design will employ school performance as an independent variable, emphasizing the present. The question raised is, how does school attainment affect one's present personal and interpersonal behavior?"

Corollary hypotheses concern race, type of school, grade, and sex. Tests to measure the early desire to succeed academically will be devised. The methodology also will involve sociometric testing, interviews, personality tests and questionnaires (to be administered to teachers and parents as well as students).

***360. Project Talent,** *F. van Heek and C. E. Vervoort, Institute of Sociology, University at Leiden, 242 Stationsplein, Leiden, Netherlands.*

This is a study of the social factors preventing optimal selection for secondary education and for academic professions in the Netherlands. The design entails several independent investigations of which the most important is a study of boys and girls in the top grade of elementary school (12-13 years of age). These children are tested, and on this basis are classified according to their degree of probable success in "grammar school" (the authors' interest is centered upon the type of secondary school which prepares for university; this type of school is called a "grammar school" although the English term does not correspond entirely with the Dutch equivalent). Then the students register their choice of type of secondary school. On the basis of the test scores, choice of school, and social class, a sample of the childrens' parents are interviewed. Through these interviews an attempt is made to detect the social and cultural factors which led to the decisions of choice of school.

Four regional areas of the Netherlands have been selected. In each area a stratified sample of about 5,000 children is tested; of the parents of these 5,000, another stratified sample of about 500 is interviewed.

***361. Study of Underprivileged Youth,** *Alan Wilson and Robert Wenkert, Survey Research Center, University of California, Berkeley, California.*

As part of an action-research project to raise the aspirations and educational achievements of Negro youths, a sample of adults will be surveyed and a census of the high school population will be conducted. It is hypothesized that educational achievement and aspirations are functions of family structure, plans for the future, and the character of present circumstances. On the basis of questionnaire returns, a multivariate analysis is planned, to provide a picture of the most strategic ways by which aspirations and achievements may be raised. After social intervention has taken place, its effect will be measured by a re-administration of the research instruments.

BRIEF NOTES

****362. Improvement in Education for the Culturally Disadvantaged,** *Atlanta Public Schools, 224 Central Avenue S.W., Atlanta, Georgia 30303.*

John W. Letson, Superintendent of Schools, reports a proposal for a program to improve education of the culturally disadvantaged; research and evaluation will be part of the project.

****363. Research on Vocational Schools,** *Atlanta Public Schools, 224 Central Avenue S.W., Atlanta, Georgia 30303.*

An application to undertake this project has been submitted to the U.S. Office of Education.

****364. College Admissions: A Working Memorandum for Viable Criteria for the Societally Disadvantaged,** *Frank M. Cordasco, Department of Education, Montclair State College, Upper Montclair, New Jersey.*

The author suggests that "many students are barred from colleges for poor high school achievement or low admission test scores; in many of these cases the unsuccessful applicant has been the victim of disabling socio-educational factors or of cultural disadvantages." He plans a pilot project for admission of students not ordinarily eligible for admission.

***365. A Study of Compensatory Educational Programs and Practices for Socially Disadvantaged Children and Youth,** *Edmund W. Gordon and Doxey A. Wilkerson, Graduate School of Education, Yeshiva University, 110 West 57th Street, New York, New York 10019.*

This inquiry involves a survey of compensatory educational programs and practices in public schools and institutions of higher education, together with an appraisal of such programs and practices in the light of relevant theory and research. Data concerning the purposes and nature of programs and practices are obtained through questionnaires to all colleges and universities in the U.S. and to more than 100 public school systems where compensatory programs are being developed. Field trips to selected public school systems and institutions of higher education are scheduled for follow-up.

***366. Teaching as Communication,** *J. David Jackson, Committee on Human Development, University of Chicago, 5801 S. Kenwood Avenue, Chicago 37, Illinois.*

This respondent is studying communication processes in 220 teacher-pupil pairs in an experimental setting. The students are Negroes from low income urban areas. The problem is to understand what will facilitate communication between middle-class teachers and these children.

367. Values of the Educationally Disadvantaged, *Monroe Rowland, San Drago State College, San Drago 15, California.*

368. Feasibility of Studying the Effects of Certain Factors on School Performance of Disadvantaged Children, *Clarence C. Sherwood and Sidney H. Aronson, Action for Boston Community Development, 18 Tremont Street, Boston, Massachusetts.*

This is a report which tries to answer the question raised by the Board of Directors of ABCD as to whether the relationship between the racial composition of the classroom and academic performance is known; it includes a statement of the kind of study required to answer such a question.

***369. Problems of Motivation of Students from "Culturally Deprived" Backgrounds with Respect to Higher Education,** *Social Dynamics Research Institute, City College, Convent Avenue and 137th Street, New York, New York 10031.*

This study will have three phases: (1) review of relevant literature, (2) census (by questionnaire) of special programs in the New York City area, and (3) "experience survey"—interviews with persons selected as having considerable experience and/or successful work in this area—in an attempt to glean observations, hypotheses, etc. that have not yet been published.

VI. CRIME AND DELINQUENCY

FULL REPORTS

370. Juvenile Delinquency in Racially Mixed Residential Areas, *Charles V. Willie, Department of Sociology, Syracuse University, 926 S. Crouse Avenue, Syracuse, New York.*

The purpose of the project is to test the Lander hypothesis that juvenile delinquency rates are higher in racially heterogeneous than in racially homogeneous neighborhoods of a city. An ecological study of the 125 census tracts in Washington, D.C. was made, analyzing the distribution of court-referred delinquents by racial and socio-economic area; approximately 6,000 youths were included in the study from 1959 to 1962.

Several findings are reported. In higher socio-economic areas, there are no differences in juvenile delinquency rates between neighborhoods of homogeneous and heterogeneous racial composition. In lower socio-economic areas, juvenile delinquency rates tend to be higher in racially heterogeneous than in racially homogeneous neighborhoods. This higher rate would appear to be due not to normlessness or anomie, but to a more rigid enforcement of rules and regulations by formal agents of control in low-income racially mixed areas. It is hypothesized that the higher-income areas have achieved a sense of community.

BRIEF NOTES

***371. The Nature and Roles of Female Delinquent Groups,** *Malcolm W. Klein, Youth Studies Center, University of Southern California, University Park, Los Angeles 7, California.*

***372. Study of Delinquent Gangs,** *Malcolm W. Klein, Youth Studies Center, University of Southern California, University Park, Los Angeles 7, California.*

The sample in this action research on a detached worker program in a Negro community includes over 600 male and female Negro gang members.

373. Non-Delinquency Among American-Chinese Youth: A Pilot Study, *Conrad Foo Mar, School of Education, University of the Pacific, Stockton, California.*

This is a masters' thesis, on file in the library of the University of the Pacific, and available on inter-library loan.

374. Crime and Race: Conceptions and Misconceptions, *Marvin E. Wolfgang, Department of Sociology, University of Pennsylvania, Philadelphia 4, Pennsylvania.*

This has been published as a booklet by the Institute of Human Relations Press (American Jewish Committee), 1964.

VII. THE RADICAL RIGHT

FULL REPORTS

***375. The Radical Right,** *Mark Chesler and Richard Schmuck, Institute for Social Research, University of Michigan, Ann Arbor, Michigan.*

A series of mail and home-interview studies are being conducted with potential and actual members of super-patriot organizations and activities. The samples include a wide range of persons defined by their political activity and suspected membership in such organizations. In addition, the samples include a number of controls who are political moderates, and regular as well as conservative Republicans. The basic concern here is with identifying the social and social psychological roots and concomitants of super-patriot beliefs and activities.

The authors suggest that economic role frustration of older middle-class and lower middle-class workers creates a sense of frustration which may be alleviated by active participation in a meaningful and socially rewarding socio-political experience such as membership in super-patriot organizations. Fundamentalist and moralistically oriented middle-class and upper middle-class, well educated and upwardly mobile younger people perceive and experience cleavages between their value systems and the contemporary policies of mainstream institutions. This results in a frustration and dissatisfaction that may be alleviated by organizational activity that directly confronts these value and policy conflicts. Thus super-patriots have to be distinguished with regard to their educational and occupational status. Such bimodality in the character of super-patriots may be the best predictors of the type of activity they engage in. They are also testing several variables relating to personality and interpersonal style (e.g., power motivation, achievement motivation, alienation and personal and familial concerns). Both proximal and distal sources of frustration and concern are to be examined.

376. A Content Analysis of the Literature of Political Extremism With Emphasis on the Intolerance of Ambiguity, *Ronald E. Roberts, Box 22665, Louisiana State University, Baton Rouge, Louisiana.*

This pilot study attempted to (1) show the areas of concern of political extremism, (2) measure quantitatively the amount of "dichotomous cognitive organization," and (3) compare the "extreme left's" dissatisfaction with the status quo (as typified by the *Worker*) with that of the pseudo-conservative (as typified by *Common Sense* and *The John Birch Society Monthly Bulletin*).

Content analysis (with the sentence as the unit) was used to seek out the number of dichotomous sentences and the number and content of "pro" and "con" sentences. The hypotheses that "the extreme right propaganda content would contain more 'dichotomous' thought than its counterpart on the left," and "that the extreme left and the extreme right converge in certain areas of dissatisfaction with the status quo," were substantiated.

BRIEF NOTES

***377. The Radical Right,** *Gertrude Selznick, Survey Research Center, University of California, Berkeley, California.*

The study entails a comparison of the attitudes of radical right sympathizers and of conservatives who reject the radical right, toward Negroes and Jews. Structured interviews are being conducted with a small special sample.

378. A Study of Right Wing Extremism, *S. M. Lipset, Department of Sociology, University of California, Berkeley 4, California.*

***379. The Nature of Support and Ideology of the Radical Right,** *William Spinrad, Paterson State College, 50 Florence Place, East Paterson, New Jersey.*

VIII. MISCELLANEOUS STUDIES

BRIEF NOTES

***380. Group Formation, Group Size, and Value Structure,** *Hugo O. Engelmann, Department of Sociology, University of Wisconsin, Milwaukee, Wisconsin 53211.*

This is a theoretical study. The principles of systemic-dynamic social theory are used to interpret the significance of the basic mathematical relations. The hypothesis is that "the denominator of the ratio between the size of a total group and that of a subgroup involved in a significant social movement will always approximate a positive power of three. Valuations, such as disdain, resentment, etc., derive simply from changes in the size of the total group, and in the relative sizes of the subgroup and the total group." Thus far, agreement between theoretically derived hypotheses and empirical data is good. Rigorous experimental verifications are still to be undertaken.

***381. Structuring of Social Attitudes,** *Wilfred C. Bailey, Ira E. Robinson, and John B. Barton, Department of Sociology and Anthropology, University of Georgia, Athens, Georgia.*

382. Outbursts of Scientific Racism, *Gutorm Gjessing, Etnografisk Museum, University of Oslo, Frederiks gate 2, Oslo, Norway.*

This study was published in *Current Anthropology,* Volume 2, p. 321.

383. Location of National Headquarters of Voluntary Associations, *Stanley Lieberson and Irving L. Allen, Jr., Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706.*

The influence of ethnic composition on the location of ethnic associations in leading metropolitan centers of the United States in 1959 is analyzed. The study appears in the *Administrative Science Quarterly*, Volume 8, No. 3, December, 1963.

384. Church-Attendance in Christchurch, New Zealand, *J. J. Mol, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

This was published by the Department of Psychology and Sociology, Canterbury University, New Zealand, in 1962.

385. The View from England, *Peter I. Rose, Social Science Research Center, 107 Wright Hall, Smith College, Northampton, Massachusetts.*

This study involves research on English views of the American racial situation.

386. The Use of Intermarriage Statistics as an Index of Assimilation, *C. A. Price, Department of Demography and J. Zubrzycki, Department of Sociology, The Research School of Social Sciences, The Australian National University, Canberra, Australia.*

The study appeared in *Population Studies,* Volume XVI, No. 1, July, 1962.

IX. ACTION PROGRAMS RELEVANT TO INTERGROUP RELATIONS

A. COMMUNITY RELATIONS

FULL REPORTS

387. Conference Program Goals for 1965, *Mathew Ahmann, National Conference for Interracial Justice, 21 West Superior Street, Chicago, Illinois 60610.*

This correspondent sent the "Report of the Executive Director, 8/1/64 and Program Goals and Budget, 1965" — an extensive outline of the Conference's work. The accomplishments of the past year are first noted. Travel, communications, consultation, conventions, and training conferences were expanded; several special reports were prepared. The program for 1965 entails a continuing expansion of these activities, additional staffing, and more extensive co-operation with other agencies. Publications, conferences, youth education programs, and the Southern Field Service Program, will receive special emphasis.

Past and future activities are described in detail in the report.

388. Guidelines for Neighborhood Centers, *Margaret Berry, National Federation of Settlements and Neighborhood Centers, 226 W. 47th St., New York, New York 10036.*

Each of the 300 affiliate neighborhood centers in the most deprived sections of 90 U.S. cities is providing data having to do with its neighborhood, board, staff, and agency program. A team of interviewers will gather more specific data at selected agencies in a representative group of 25 cities. The information is to lead to a seminar and publication in March 1965. The eventual aim is to provide neighborhood centers with guidelines on how to deal with current, intense problems in race relations in their areas.

389. Office of Community Development, *William W. Biddle, Institute of Strategic Studies in Charge of the Office of Community Development, United Presbyterian Board of National Missions, Room 355, 475 Riverside Drive, New York, New York 10027.*

Dr. Biddle reports that the office he directs has the responsibility for expediting community experimentation in churches so that pastors and congregation members can become skilful in action in action research to contend with the multiplying problems of change. This involves training in social scientific attitudes and methodologies, follow-up guidance as specific local projects move along, preparation of publications and research forms, and eventual writing up of case studies and findings.

390. Experimental and Demonstration Projects in the Use of Parent Discussion Groups, *A. D. Buchmueller, Child Study Association of America, Inc., 9 East 89th Street, New York, New York 10028.*

The projects are being developed in schools experiencing changes in the composition of the student body. "The aim is to help these parents, through their common concerns for their children, to explore the meaning of intergroup tensions as these affect their everyday lives and to help them to cope with them more effectively with and for their children and themselves." For further information, contact the correspondent: Executive Director of the Association.

391. An Experimental Program in Community Recreation, *B. Y. Card, Department of Educational Foundations (Sociology of Education), University of Alberta, Edmonton, Alberta, Canada.*

Several specific proposals stemmed from research on the Metis in Alberta society, the recent inauguration of community development in Alberta, the program of community recreation encouraged by the Cultural Activities Branch of the Provincial Government, and the courses and training programs being developed in recreation by the Faculty of Physical Education at the University of Alberta.

The projects involve the application of community development procedures to the field of recreation. Participant observation techniques were used by two graduate student recreation workers who attempted to evolve a significant community-worker role in relation to the White and Metis populations of the area of study. Evaluation of the 1964 project is still going on; a follow-up project for 1965 is contemplated.

392. Race Relations in the United Kingdom: A Plan for Action, *George Catlin and Reverend John Drewett, 4 Whitehall Court, Westminster, S.W. 1, London, England.*

A pattern for a race relations project by Christian Action in the United Kingdom was outlined by these two correspondents. The need to establish a group meeting which incorporates selected clergy and laity involved in areas where racial tension is high as well as individual friends and supporters of Christian Action, was first noted. This group would investigate the work being done by others in this field with a view to the exchange of ideas and ultimate liaison. Appeals would be made to the hierarchies of both the Roman Catholic and Anglican Communions and the governing bodies of the various Free Churches, with the aim of assisting in the provision of more chaplains for immigrant groups. A direct propaganda drive addressed to both White and immigrant communities is next considered; propaganda would include factual, statistical information on immigration together with details of the essential contribution made by immigrants to the nation's economy, transport, hospital, municipal services, etc. Finally, it is suggested that the cooperation of the Home Secretary, the Minister of Education and Local Education Authorities be enlisted.

393. Extending Library Service to Negroes Through County and Regional Libraries, *LaNell Compton, Arkansas Library Commission, 506½ Center Street, Little Rock, Arkansas 72201.*

Through state and federal aid, attempts are being made to provide standards and regulations pertaining to library service. The correspondent reports that "11-12 counties in Arkansas still lack regulation library service organized under state aid regulations. Much is still to be done, particularly in the delta counties, in southern and eastern counties, to admit Negroes to equal library service. Arkansas librarians are not responsible for these conditions; library boards and community public opinion are responsible."

394. A Community Program of Intergroup Activity for Youth: Youth Council Demonstration and Research Project, Revised July 1964, *Frank Costin and Donald Moyer, Human Relations Commission, Champaign, Illinois.*

In the belief that "as young people become involved in projects of mutual interest, they learn to co-operate with those of diverse backgrounds, faiths, and races, and their tolerance and understanding of those differing from them is measurably increased," the Council was created three years ago. It is made up of representatives from approximately 29 youth groups in the city. It studies and recommends youth projects which participating groups may join in implementing.

It was hypothesized that as a result of the program, Council representatives and members of participating clubs would show behavioral changes and reductions in social distance of expressed attitudes. An Evaluation Consultant and his research assistant made independent observations of each Youth Council committee meeting, using a system developed by Bales (1950, 1952) to record and categorize interactions. Tape recordings were also made during these time intervals. Attitude tests, questionnaires, and sociometric ratings supplemented this data.

Significant behavioral changes were noted in the course of the year. The hypotheses relating to reduction of social distance were partially confirmed by comparison with members of non-participating clubs. A report is available from Frank Costin, Evaluation Consultant, or Donald Moyer, Chairman, Champaign Human Relations Commission. An extended evaluative report for all three years will be available in 1965.

395. Checkerboard Club, *Lloyd N. Rahn, Department of Educational Psychology, Bradley University, Peoria, Illinois 61606.*

"The problem is that of breaking down the walls of race, culture and religion, that individuals of diverse groups may intermingle, under a definite plan, both in public and in private, thus gaining respect for one another." Four people, two from each of two groups, will constitute a square; 64, a checkerboard club. The two pairs are to be matched in as many aspects as possible. "Once a month or oftener the four in the square will attend some public function, thereby increasing intergroup understanding and prestige among both participants and non-participants." The project has been in existence for several months.

396. Reno Area Human Relations Council, *Erling R. Skorpen, Reno Human Relations Council, Reno, Nevada.*

The council has sought to eliminate discrimination against Negroes, primarily in housing, public accommodations, and employment. In addition it attempts to educate the public concerning the existence of discrimination and the need for national and state legislation to restrict such injurious practices. Support has been lent to community studies of the economic, educational, and health standards of minorities in the area; these studies are to be undertaken shortly.

397. Home Visit Program, *Edwin V. Sullivan, Department of Sociology, Seton Hall University, South Orange, New Jersey.*

In October, 1963 the department sponsored a program in which about 75 Whites visited Negro hosts. The participants were predominantly Catholic. Since then, many more visits have been arranged, with participants of many denominations. Questionnaires returned by participants indicate that the program has been effective.

398. Minority Families, *Pauline Tompkins, American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.*

The California branches of the AAUW have undertaken to inform themselves about minority problems through study groups, seminars, academic courses, visits to pertinent areas, direct service projects, and general meeting programs concerning such topics as "Problems of the Minority Group Family," "The Emerging Negro," etc. Concern with the historical background of civil rights legislation, and with social statistics, was also evidenced.

A mimeographed statement of some of the projects is available from the correspondent, General Director of the Association.

399. Public Hearings, *Israel Woronoff, Human Relations Council of Ypsilanti, Ypsilanti, Michigan.*

It was suggested that direct verbal confrontation in an atmosphere of acceptance would lead to a reduction in physical aggression. Spurred by violent outbreaks between Negro and White youths at local drive-ins, public hearings were held "at which the youths involved in the outbreaks were permitted to express their feelings and grievances openly and with complete acceptance on the part of those conducting the meetings. The action, proving successful in reducing immediate tensions, has led to the formation of a junior human relations commission composed of these young people."

BRIEF NOTES

400. Determining an Effective Homemaking Educational

Program for the Women of District Culture Limitations in the San Luis Valley, *Alfred M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101.*

This study is based upon a 16-week demonstration project.

401. Education of Adult Migrants, *Alfred M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101.*

This is one of several educational development programs for Spanish-American community members and agricultural migrants.

402. Remedial Acculturation Education for Youth 16-22 Years Old, *Alfred M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101.*

This is one of several educational development programs for the Spanish-American community and agricultural migrants.

403. Community Center-Settlement House in a Diversified Neighborhood, *Dan Rubenstein, Division of Training and Special Projects, The Educational Alliance, 197 E. Broadway, New York, New York 10002.*

404. Social Change as a Function of Community Education, *Herbert R. Sigurdson, Youth Studies Center, University of Southern California, University Park, Los Angeles 7, California.*

This project focuses on youth problems in a transitional integrated neighborhood.

B. CULTURALLY DISADVANTAGED CHILDREN

FULL REPORTS

405. Special Opportunities Program, *John M. Antes, Oberlin College, Oberlin, Ohio.*

The purpose of this program, made possible by a grant from the Rockefeller Foundation, was "to bring boys and girls from disadvantaged backgrounds, economically and culturally, to Oberlin College for an educational and cultural experience which would enable them to broaden their horizons, to become more sensitive to the world around them. The experience, it was hoped, would raise their aspirational levels, make them develop a more positive attitude toward themselves, toward people, toward education." The students selected had finished either seventh or eighth grade. Criteria for selection included achievement and intelligence test scores, the grades achieved in school, and teacher judgment. All of the children selected, it was felt, had the potential to continue their education beyond the high school level, although not all of them had a positive attitude toward school nor had they achieved a level commensurate with their ability.

The curriculum was designed to make a truly comprehensive liberal arts learning situation. Field trips and lectures were integral parts of the program. Classes were small (averaging about 10 students) to allow for as much interaction as possible between students and teacher. The program was not remedial in any sense. For further information, contact John M. Antes, Director.

406. The Inter-Professional Research Commission on Pupil Personnel Services, *Walter E. Boek, University of Maryland, College Park, Maryland.*

This commission has a number of studies concerned with problems in learning. It is suggested that attention and assistance given to children who score low on reading and number readiness when they enter first grade will make it possible for these children to become adequate students by the time they reach fourth grade, and that a child development consultant in a primary school can reduce learning difficulties if he is trained in anthropology and sociology as well as in other fields. Controlled experimental situations have been set up in which schools are matched; although the researchers are not primarily concentrating on differences between various groups in the population, they are analyzing specific variables such as the racial composition in the study groups.

407. President's Ad Hoc Committee on the University's Role in Social Problems, *David Cooperman (Chairman), University of Minnesota, Minneapolis, Minnesota 55455.*

The committee is engaged in cataloguing the current involvement of University faculty in research and/or action programs relating to social problems. This will first of all provide a resource file, and second, will help in determining University policy in this area in the future. Based on questionnaires returned by faculty members, two interim committees have been proposed and are about to be implemented: (1) a Presidential Committee on the Negro in Higher Education, to be concerned primarily with ways of overcoming the inequality of educational opportunity facing Minnesota Negroes; and (2) a Presidential Committee on American Indian

Affairs, to be concerned especially with the problems facing American Indians in the upper midwest.

408. Drama Demonstration Project, *John P. DeCecco, Department of Psychology, San Francisco State College, San Francisco, California 94104.*

This project is jointly sponsored by the United Community Council and the San Francisco United School District and is funded by the Rosenberg Foundation. This correspondent is research director for the evaluation of the in-school aspects of the project. The primary purpose of the program is to increase academic achievement and school adjustment of 150 underachieving junior high school boys and girls, 95 per cent of whom are Negroes. All school subjects were originally integrated and focused on the production of various plays. The project now has an out-of-school aspect as well, in which related cultural activities are pursued in community centers. An increase in the amount and rate of school learning, improved school and community adjustment, and increased enjoyment of various leisure-time activities are anticipated as a result of the project.

409. Gridley Farm Labor Camp, Summer School and Child Care Center, *Arley Howsden, John Fisher, and Ruth Swanstrom, Chico State College, Chico, California.*

With the cooperation of numerous local agencies, organizations, and individuals, Chico State College operated this project in the summers of 1963 and 1964. A grant from the Rosenberg Foundation permitted somewhat expanded operations the second year. The various aspects of the total program were directed by the three Chico State College faculty members, Arley Howsden, John Fisher, and Ruth Swanstrom. College students working for credit in courses in Sociological Foundations of Education, Psychological Foundations of Education, and Early Childhood Education, taught the courses and did individual tutoring under the supervision of the faculty members. Other personnel were employed and many individuals served as volunteers.

The children were "culturally disadvantaged" children from low-income and mobile families. Their parents were farm laborers at Gridley. A total of 103 children and adults were served by the child care, summer school, and adult education programs. The Child Care Center operated from 5:30 A.M. to 4:00 P.M.; the Summer School, from 9:00 A.M. to 12:00 noon; and the adult classes, in the evening. It is felt that the program has been very successful in assisting the participants of all ages, and has provided an invaluable experience for the college students. Data from anecdotal records, psychological examinations, and case studies, are to be made available to schools, clinics, and other official agencies serving the needs of the children in the sample group. The program has been evaluated and suggestions have been made for increasing its effectiveness.

410. On Changing Speech, Sequence, and the Self, *Melvin Ronald Karpas, Department of Sociology and Education, Chicago Teachers College, Crane Campus, 2240 West Van Buren Street, Chicago, Illinois 60612.*

Dr. Karpas has reported the nature and operation of this experimental tutoring program carried out at the Better Boys Foundation as of August 1964. The program has three major aims based on three convictions concerning the reasons for poor academic achievement of lower-class youth: (1) that the single factor most important in holding back the lower-class child in school, work, and life generally is his inability to use language properly, and hence his inability to communicate effectively with anyone outside of the family and the peer group; (2) that another factor which plays a large role in the poor academic achievement of the lower-class child is a poorly developed sense of sequence; and (3) that the poor achievement of lower-class youth is frequently related to low self-esteem, i.e., to a feeling that they are not *able* to achieve.

Approximately 500 Negro boys and girls are involved in varying phases of the program. Pilot groups of 12 each meet as groups, sub-groups and on individual tutorial bases. Each group is led by two adult males, a Negro and a White. Numerous vehicles are employed to develop speech ability, sequencing ability and inclination, the self, and continued support through groupness. The plan also entails parental sessions and home visits. It is believed that a marked increase in school achievement will result. An elaborate program of research is planned to appraise the techniques utilized.

411. College Discovery Program, *Claire Selltiz, Kenneth B. Clark and Lawrence Plotkin, Social Dynamics Research Institute, City College, Convent Avenue and 137th St., New York, New York 10031.*

The Board of Higher Education of New York City has undertaken this "College Discovery Program," the goal of which is to identify students from culturally deprived backgrounds who may have the ability to perform college work but whose high school background and performance does not make them eligible for college. This is planned as a five-year experimental program. In the first year of the program, 250 such students will be accepted by the New York City community colleges. During the summer before their entrance, they will be given diagnostic and remedial work at the community college they are to attend; during their first year at the community college, they will receive intensive counseling. During their second year they will be given no special treatment. Upon completion of the second year, if their grades are satisfactory, they will be eligible for transfer to one of the City's senior colleges.

The newly-created Social Dynamics Research Institute (within the Psychology Department of City College) will carry out the research aspects of the program — evaluating the results and trying to improve techniques for identifying students with potential college ability but deficient backgrounds.

412. CRAFT Project (Comparing Reading Approaches in First-Grade Teaching of Educationally Disadvantaged Children, *Blanche L. Serwer, Division of Teacher Education, The City University of New York, 535 East 80th Street, New York, New York 10021.*

The project proposes to investigate the relative effectiveness on a first-grade level of two approaches to the teaching of reading to disadvantaged urban children, one centered in skills development, the other in language experience. Further sub-division is made into four methodological variables: (1) skills-centered, using phono-visual method, (2) skills-centered, using basal-reader method, (3) language experience, with usual amount of audio-visual instruction, and (4) language experience, with heavy supplementation of audio-visual instruction. The population consists of 1,700 children in the New York City school system, in 48 classes, four each in 12 schools, all minimally 85 per cent Negro. Further breakdown into classes with kindergarten experience and without kindergarten experience was made in eight schools in Brooklyn and Manhattan. All the children and teachers were allocated to the four variables by random assignments. The 140-day instructional period prescribed by the Federal Cooperative Research Program will extend from October 19 to May 30.

A series of district meetings of the project coordinator, the four assistant superintendents, and the 12 principals was held in June. The four district reading consultants, an audio-visual consultant, an early childhood consultant, and an elementary division liaison consultant have met weekly with the project coordinator to clarify the variables, organize the testing program, plan teacher training and prepare material. The teacher training course had its first session in June for half a day, its second in September for a full day when it broke down into four variable sub-groups, then a series of one and one-half hour after-school sessions in September and October. The course will continue in four groups on a semi-monthly basis, clarifying methods, materials, and procedures for each variable.

Blanche L. Serwer, Coordinator of the project, should be contacted for further information.

BRIEF NOTES

413. A Demonstration Nursery, *Nina Sue Gordon, Division of Continuing Education, Oregon State System of Higher Education, 1633 S.W. Park Avenue, Portland, Oregon.*

A demonstration nursery school, designed to serve as a training laboratory for training women from the neighborhood in the skills and techniques of nursery school or day care programs, was set up in a "culturally deprived" section of Portland.

414. BRIDGE Project (Building Resources for Instruction of Disadvantaged Groups in Education), *Albert J. Harris, Division of Teacher Education, Office of Research and Evaluation, The City University of New York, 535 East 80th Street, New York, New York 10021.*

This four-year project involved studying what happened when three inexperienced teachers worked with the help of a coordinator and a college committee with a single group of about 90, mainly Negro children in a junior high school, over a period of three years. The report is near completion; further information is available from the correspondent, Director of the Office of Research and Evaluation.

***415. Project True,** *Hunter College, New York, New York.*
Materials for the teaching of Social Studies to disadvantaged secondary school students are being prepared and tested.

***416. Project English,** *Hunter College, New York, New York.*

Materials for the teaching of English to disadvantaged secondary school students are being developed and tried out in this project.

417. **Study Group on the Education of Culturally Disadvantaged Children,** *Ira E. Lovell, Board of Education, Grand Rapids Public Schools, Grand Rapids, Michigan.*

Twelve principals of the elementary schools in the disadvantaged areas of the city joined together as a study group in October 1961. This study group was one of five organized as part of the Professional Study Program of the Office of Elementary Schools. Information was secured by reading, visiting schools, inviting resource persons, and studying statistical data regarding the students in the twelve schools and comparing it with that taken from records at twelve advantaged schools in the city. A report was put out by the group, giving the comparative data, overall observations, recommendations, and comments on the need for methods to evaluate the suggested program.

418. **Teaching the Culturally Deprived,** *W. M. McLean, Education Department, Albion College, Albion, Michigan.*

This is a program primarily for prospective teachers of the culturally deprived. "Pre-school children three to five years old are brought to an elementary school four days a week from 4:00-5:30, and given some significant learning experiences. The mothers are brought in one afternooon a week for special training sessions."

419. **Plan of Work of Special Committee on Group Relations,** *Mary A. Milner, National Congress of Parents and Teachers, National Office: 700 North Rush Street, Chicago, Illinois 60611.*

A general plan of ways in which local PTA's can contribute to better understanding and mutuality of effort among groups of different interests is outlined. Concern is with the education of children of various minority groups. Suggestions relate to modes of data collection, establishment of group relations committees, curricular change and expansion, teacher preparation, cooperation with community organizations and agencies, and program planning. A list of references dealing with problems of Indians, migrants, Negroes, and Puerto Ricans, is also provided.

420. **Education of Spanish-American Children,** *Alfred M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101.*

421. **Chicago Value Sharing Project,** *W. Ray Rucker, Dean of Education, East Texas State College, Commerce, Texas,*

and Helen Challand, National College of Education, Evanston, Illinois.

Four Chicago Negro elementary schools serve as prototypes for value sharing in a democracy (student population about 9,000); 16 other elementary schools are associate institutions sharing in the use of the same consultants and resources. The design was prototype building for institutional practices which promote optimum human dignity through the wide sharing of human values.

Dr. Rucker, director of the project from 1959-61 and consultant since then, advises that a complete report in mimeographed form is available from Dr. Challand, the present director. The report is to be published in book form.

C. SCHOOL DESEGREGATION

FULL REPORTS

422. Proposal for Modification of School Transfer Policy, 1963, and General Policies on Racial Balance in School Membership, Added September 1964, *Board of Education, Buffalo, New York.*

The original proposal, noting the long-established policy of readjustment of school boundaries within the schools in the system, suggested that "to achieve better utilization of school facilities and to improve the racial balance, transfers of children will be permitted from home school districts to schools which have available space. This does not discontinue our long-standing policy of district lines." The proposal recommended that this be accomplished by dividing the city into four segments; transfers were to take place within the segments, thus insuring that no child need travel an "unreasonable distance." Transfer requests were to be made by parents, who had to give assurance of regular attendance at the school selected and assume responsibility for transportation where the distance from home to school was great. Priority in attendance was to be given to children residing in the established districts; transfers were to be effected where space was available.

The statements in the "General Policies" indicate a continuation of the above plan. In addition, the need for provision of "those regular and special services which are essential for the improvement of performance of many thousands of children who are victims of cultural deprivation and low motivation in their environment," is noted.

423. Sociometry: A Study in Classroom Management for Integrated Schools, *Norma L. Newmark and Samuel Garry, Board of Education, 110 Livingston Street, Brooklyn, New York 11201.*

The objective of Open Enrollment is to give youngsters the opportunity to learn in a mixed ethnic setting, by bussing minority group students to predominantly White schools. This study was a three-year exploration into the class management most conducive to better intergroup relations. In seventh grade classes in junior high schools in which all the children were new to the school, sociometric testing was employed in connection with group assignments.

The authors suggest that their findings point to children's needs for assistance in making friends and learning about new and different people. Telling them to be friendly is not enough; situations in which they can be together in natural ways must be created. "Where no effort was made to group the children they tended to stay with old friends, or members of their own ethnic group. The enforced working with a mixed group helped break down classroom barriers, but indicated that for out-of-school social situations, most of the Open Enrollment children selected their original friendship choices and more White children offered friendship to the Negro pupils than vice versa revealing the need for extensive human relations training for teachers if they are to be able to help their students. The third year of the study, just completed, followed a special progress and a regular seventh grade class through all their classrooms. The results now being written up indicate again that Negro children need help in making friendships and accepting the friendships of the White children to whose neighborhood schools they are sent."

BRIEF NOTES

424. Desegregating the Public Schools of New York City, *Judah Cahn, Kenneth Clark and John Fischer, Commissioner's Advisory Committee on Human Relations and Community Tensions, c/o Commissioner of Education, New York State Education Department, Albany, New York, and Robert A. Dentler, Institute of Urban Studies, Teachers College, Columbia University, New York, New York 10027.*

A blueprint for reorganization is offered.

425. Collège Coopératif, Paris, *Henri Desroche, Directeur, Centre de Recherches Coopératives et Collège Coopératif, 7 Avenue Franco-Russe, Paris, France.*

D. CURRICULUM

FULL REPORTS

426. Intergroup Relations and the School Curriculum, *Frank Angel and Paul Petty, Department of Educational Administration, College of Education, University of New Mexico, Albuquerque, New Mexico.*

The Department has sponsored the formation of a Study Council, the major objectives of which are to sponsor study and research. As part of the activities, a curriculum experiment was undertaken in one of the Council schools (Bernalillo). This experiment dealt primarily with the educational problems of Spanish-speaking and Indian pupils in elementary and secondary schools. Two facets of the problem were involved: (1) the intergroup aspect (relations among three ethnic groups: Anglo, Indian, and Spanish-speaking), and (2) the type of school program that makes sense for these cultural groups.

427. Center on Innovation in Education, *Norman D. Kurland, New York State Education Department, Albany, New York.*

This center has as its basic responsibility the coordination of statewide efforts to raise the quality of education through the design, evaluation and dissemination of new ideas and practices. The Center is a step toward the implementation of the recommendations of the report, "Organizing New York for Educational Change," prepared by Dr. Henry M. Brickell in 1961.

One of the first tasks of the Center will be to coordinate existing innovative activities and make readily available to schools and colleges information from any source on new ideas and practices. An inventory of current programs of the Education Department is being made and recommendations prepared for increasing their impact on the schools. Colleges and universities in the state are being contacted to determine what resources they have and can make available for the improvement of education and for the resolution of the problems associated with the achievement of integration. Local agencies are being contacted, and attempts are being made to work with national centers of research and development. The two areas of innovation upon which the Center is focusing attention initially are integration and the development of new instructional technologies.

428. Teaching English by Machine in African Primary Schools, *Leonard W. Lanham, Department of Phonetics and Linguistics, University of the Witwatersrand, Johannesburg, South Africa.*

"This project provides weekly tape lessons for trained teachers aimed at developing an African English free of serious aberrancies which cause serious breakdowns in communication. African teachers must have access to authentic models of English for exemplification and drilling in the classroom, and only a sound-producing machine can provide this. These must be linked with sound methods and materials based on the application of linguistic science to language teaching. An African 'dialect' of English should be the aim—a dialect conforming in basic design to English dialect all over the world, e.g., Australian English, American English, etc."

Dr. Leonard W. Lanham, Director of the Speech Clinic and Head of the Department, reports that Africans are very enthusiastic about acquiring "good English" and respond readily to machine teaching. The use of a language laboratory is possible with adolescents and adults irrespective of level of education. Final reports on the project will be available in 1966.

429. Intergroup Relations in Our Schools, *Ira E. Lovell, Board of Education, Grand Rapids Public Schools, Grand Rapids, Michigan.*

"The Board of Education in 1963 directed the school staff to study the problems involved in presenting materials about minority groups and individuals within these groups—problems such as the adequacy of materials available to staff members for use in the classroom, the extent of the use of these materials, and the techniques used in the presentation of such material. The staff thoroughly studied the materials and practices found in this school system as well as those of other systems and then submitted to a committee of the Board of Education a report of its findings and recommendations for future action in this area." One of these recommendations was that this study guide, a direct outgrowth of the staff report, be given to each teacher. Topics include: "Examples of Good Teaching Practices," "An Evaluation of Intergroup Relations," "How Does Your School Score?" "The Treatment of Minorities in School Textbooks," "Community Resources," "Audio-Visual Materials for the Elementary Schools," "Audio-Visual Materials for the Secondary Schools," and a bibliography.

430. The Negro in American History, *Irving S. Cohen, Social Studies Consultant, Bureau of Curriculum Research, Board of Education of the City of New York, 130 West 55th Street, New York, New York 10019.*

The author's study has been published by the Board of Education as a bulletin for teacher use. A curriculum bulletin on intergroup relations is now being completed.

431. Puerto Rican Profiles, *Irving S. Cohen, Social Studies Consultant, Bureau of Curriculum Research, Board of Education of the City of New York, 130 West 55th Street, New York, New York 10019.*

This bulletin designed for teacher use has been published by the Board of Education. The correspondent reports that curriculum materials on civil rights and liberties have been prepared by Minna Barnett.

432. Dissemination of Materials on Intergroup Relations, *Genieve R. Fox, Children's Music Center, Inc., 5373 W. Pico Boulevard, Los Angeles, California 90019.*

Committees of teachers and children check materials; approved ones are compiled into bibliographies. One such booklet, entitled "Negro Life, Negro History, Brotherhood, The World," is in the 10th issue; 10,000 copies have been requested by school, church, community, parent, and civil rights groups. Exhibits and lists are sent all over the U.S. and to several foreign countries.

433. A Selected Bibliography for Teachers Working with Children of Puerto Rican Background, *Ruth Perlman Klebaner, Department of Education, Brooklyn College, Brooklyn 10, New York.*

****434. Development of Language Arts Laboratories for Integrated Schools,** *John W. Letson, Superintendent, Atlanta Public Schools, 224 Central Avenue S.W., Atlanta, Georgia 30303.*

An application for this project has been submitted to the U.S. Office of Education. The project is to include research.

E. PREPARATION FOR TEACHING AND SCHOOL ADMINISTRATION

BRIEF NOTES

435. Preparation for Teaching in Multi-Cultural Situations, *Frank Angel and Paul Petty, Department of Educational Administration, College of Education, University of New Mexico, Albuquerque, New Mexico.*

A grant has been requested to institute a teacher-training program in elementary education for teachers in multi-cultural situations.

436. Pre-Service Preparation of School Administrators for Multi-Cultural Communities, *Frank Angel and Paul Petty, Department of Educational Administration, College of Education, University of New Mexico, Albuquerque, New Mexico.*

The Department has recently received a grant from the National Institute of Mental Health for an experimental program for the preservice preparation of school administrators. The focus of the program is to prepare administrators who can be effective change agents in multi-cultural communities. This means that attention will be focused on the communities and the inter-cultural accommodation patterns between majority and minority groups found in them, and on the school system itself, with the student and teacher cleavages found therein.

437. Preparing Young Teachers of the Culturally Disadvantaged, *Hunter College, New York, New York.*

Several studies have been done concerning ways of preparing young teachers so as to increase their willingness to serve in schools in neighborhoods such as Harlem.

F. GENERAL GROUP NEEDS

BRIEF NOTES

****438. Jewish Welfare Board Research Center,** *Manuel G. Batshaw, Director of National Services, National Jewish Welfare Board, 145 E. 32nd Street, New York, New York 10016.*

The Research Center, to be conducted by the Florence Heller Graduate School of Social Work, Brandeis University, is about to be launched. It will focus on needs of Jewish people as reflected through members of Jewish community centers.

439. Migrant Farm Worker Project, *William Houghton Hibbs, Department of Public Administration, College of Business and Public Administration, University of Arizona, Tucson, Arizona 85721.*

The project population is located within Pima County, Arizona. It is composed of approximately 1,200 persons in 213 households in two main rural areas: (1) Sahuarita-Continental, and (2) Marana-Rillito-Cortaro. The ethnic group distribution is approximately 25 per cent Indian, 39 per cent Mexican-American, 25.8 per cent Negro, and 10.2 per cent Anglo-American. "In the post World War II period, migrant seasonal workers entered local areas that receive irrigation and produce cotton. Seasonal employment, at that time, provided a subsistence level at or near minimal for these workers. Automation and mechanization (now about 96 per cent complete) have since reduced income levels below minimal subsistence levels for health and nutritional safety."

The project planning is in three phases: investigation, correlation, and demonstration. The project is currently in the third phase as it enters the second year. Demonstrations include Mobile Clinic Services for Well-Child Conferences, Health and Nutrition Education and direct health services. Medical social work services are being provided to persons who are unable to accept service. Voluntary direct medical morbidity and dental services are being provided.

G. CRIME AND DELINQUENCY

BRIEF NOTES

440. Interfaith Workshop for Seminarians on Problems of Crime and Delinquency, *Joseph A. Shelley, Director of the Interfaith Workshop, New York Supreme Court, 2nd Judicial District (Brooklyn and Staten Island), Municipal Building, Suite 305, Brooklyn 1, New York.*

A five-day experience was provided some 50 seminarians of the three major faiths in a didactic and experiential exposure to the operation of the courts, the probation department, the police and social agencies, in dealing with offenders. Ample opportunity was provided for a modest form of ecumenical dialogue. A follow-up attitudinal feedback scale indicated that virtually all workshop members felt the experience improved their capacity for dealing with problems of an intergroup nature related to crime and delinquency.

The workshop was supported by a grant from the New

York Foundation and was administered by Probation Research, Inc.

441. Syracuse Action for Youth, *Ben Zimmerman, 236 W. Genesee Street, Syracuse, New York.*

Syracuse Action for Youth is a program of planned action aimed at reducing and preventing delinquency and increasing opportunities among youth and their parents living in a low-income, depressed, inner-city area of Syracuse. Eighty per cent of the Negro population lives in this area. Part of the program focus will be on reducing alienation and encouraging the development of decision-making opportunities. Problems of unemployment and education will also be faced.

H. INDUSTRY

BRIEF NOTES

442. Teaching English to Monolingual African Men in the Mining Industry, *Leonard Lanham, Department of Phonetics and Linguistics, University of the Witwatersrand, Johannesburg, South Africa, and Mrs. Maida Whyte, Bureau of Literature and Literacy, 306 Dunwell House, Jorissen Street, Braamfontein, Johannesburg, South Africa.*

443. Teaching Remedial English to Monolingual Adults in Industry, *Leonard Lanham, Department of Phonetics and Linguistics, University of the Witwatersrand, Johannesburg, South Africa.*

I. DIPLOMATIC SERVICE

FULL REPORTS

444. Foreign Affairs Scholars Program, *Richard K. Fox, Special Assistant to Deputy Undersecretary for Administration, Department of State, Washington, D.C.*

Howard University, in cooperation with the Department of State, the Agency for International Development, and the United States Information Agency, is engaged in directing a program designed to assist in the training of college students who plan careers in foreign affairs areas of the national government. Because of the present small number of Negroes and other minorities, such as Spanish-speaking Americans, currently employed in this field, the training program will direct its efforts toward these groups. This program resulted from the deliberations of a committee composed of the presidents of a number of predominantly Negro colleges, together with representatives of the Department of State. With the support of a grant from the Ford Foundation and subsequent grants from other sources, the Program was organized in the fall of 1963 and will be of four years duration.

College juniors selected to participate will serve as paid interns in one of the departments or agencies of the national government during the summer. On returning to their colleges for their senior year of study, they will be visited and counseled by representatives of the Program and will be provided with supplementary educational assistance of various kinds. Approximately 25 will be selected at the end of their senior year for fellowship awards for a year of graduate study in foreign affairs fields at an institution selected in consultation with the Program representatives. During or following the year of graduate study, participants are expected to take both the Foreign Service Officer Examination and the Federal Service Entrance Examination.

J. INTERNATIONAL RELATIONS

FULL REPORTS

445. Villa Jones, *Robert Cuba Jones and Ingeborg Jones, Chilpancingo 23, Mexico City 11, D.F., Mexico.*

Villa Jones is a non-profit, non-governmental organization for "the fostering of friendship, understanding, cooperation and cultural exchange between persons of different national languages and ethnic groups without distinction; the increase of knowledge of Mexico, of the United States of America and other countries, their customs and languages; promotion and guidance of all scientific and technical projects; active cooperation with all types of agencies and organizations, local, national and international, having the same purposes, except those which have sectarian, political or religious aims." A large house is maintained between Mexico City and the University of Mexico campus, which has a limited number of accommodations available for tourists with professional interests. One of the activities of the Villa is the weekly round-up and round table, where some 65 to 125 regulars and passers-through congregate for discussions. Usually some celebrity presents a short lecture.

X. SUMMARY PAPERS

BRIEF NOTES

446. Research Currently Underway in the Teacher Education Programs of the City University of New York: A Summary, *Albert J. Harris, Office of Research and Evaluation, Division of Teacher Education, The City University of New York, 535 East 80th Street, New York, New York 10021.*

This report is being prepared.

***447. Inventory Project,** *Robert D. Hess, Committee on Human Development, University of Chicago, Chicago, Illinois.*

This correspondent reports that this project is in the process of being established through the Urban Child Center of the University of Chicago. The purpose is to "provide a clearinghouse of information by bringing together a list of all projects now in progress, recently completed, or in the planning stages, of studies of education and cultural deprivation. This is in response to the obvious need for raising the educational and vocational preparation of children who live in economically and culturally depressed circumstances."

***448. Education for the Underprivileged in Chicago,** *Earl D. Main, Research Division, Church Federation of Greater Chicago, 116 S. Michigan, Chicago, Illinois 60603.*

This is a listing of special efforts in education for Negroes and other underprivileged persons in the area.

449. Synthesis and Evaluation of Research on Intergroup Relations in the United States, 1944-1964, *Robin M. Williams, Jr., Department of Sociology, Cornell University, 102 McGraw Hall, Ithaca, New York.*

450. Synthesis of Research Dealing with Community Factors Affecting Segregation and Desegregation in Public Schools, *Robin M. Williams, Jr., Department of Sociology, 102 McGraw Hall, Cornell University, Ithaca, New York.*

XI. LATE REPORTED STUDIES

The following eight reports arrived too late for their inclusion under the categories in which they belong.

***451. Minorities in Iraq, Especially Kurds,** *and* **Gypsies in Europe,** *Burchard Brentjes, Archaeological Institute, Halle/ Salle.*

The investigation of the Kurdish minority of Iraq will take the form of archival studies of the history of this group.

The author reports that the work on the gypsies has just started. The main purpose is to see "how and why 500,000 gypsies were murdered by the Nazis."

452. Inter-Group Relations in a Village Community in India, *Yeshwant Bhaskar Damle, Youth Project, Deccan College, Poona, India.*

The purpose of the study was to understand the importance of various groups with special reference to the caste system in rural India. With this purpose, all the heads of the households in four villages in Maharashtra were studied. The basic hypothesis was that kinship, locality and caste are determinants of the tiers of loyalties in rural India in particular; and second, that education and contact with the outside world would give rise to liberalization of attitudes and opinions in respect to social distance, avoidance, etc.

The villages were selected for the study on a typological basis. All the heads of the households belonging to these villages were interviewed. A very detailed schedule was canvassed; in addition, detailed discussions were held either with specially knowledgeable persons, such as leaders, or with underdogs of the villages.

The basic hypotheses regarding kinship, caste, locality as major determinants of interpersonal and intergroup loyalties have been confirmed. Education and contact with the outside world seem to liberalize the attitudes and opinions.

453. The Integration of the Negro into the Society of Classes, *Florestan Fernandez, Faculty of Philosophy, Science, and Letters, University of Sao Paulo, Bulletin #301, Sociology 1, No. 12, Sao Paulo, Brazil, 1964.*

***454. Comparison of Personality Structure and Interpersonal Relations of Young Males of Different Social and Cultural Groups,** *Aniela Ginsberg, Vice-Director, the Institute of Psychology, Catholic University of Sao Paulo, Sao Paulo, Brazil.*

***455. Library of Publications Issued by the Radical Right,** *W. Carl Jackson, Associate Director, University of Colorado Libraries, Boulder, Colorado.*

"This library is building a collection of publications, i.e., pamphlets, periodicals, newspapers, *et al* issued by pressure groups, primarily the radical right. In the belief that this ephemeral material is of great potential value for research, we are vigorously pursuing these hard to obtain publications so they may be preserved for the use of scholars."

***456. Mormonism and Race Attitudes,** *Armand L. Mauss, Department of Sociology, Diablo Valley College, Concord, California.*

In Mormonism there is a positive or favorable dogma toward Jews and a negative one toward Negroes. The question asked is "to what extent is a belief in these two dogmas accompanied, respectively, by a disinclination toward anti-Semitism, and an inclination toward anti-Negro attitudes, by comparison with certain other Christian groups, and with appropriate controls for education level, etc." Comparisons will be made with data recently gathered from a survey of Catholics and Protestants through the Survey Research Center at Berkeley. Three local Mormon wards are being studied with an instrument very similar to that used in the Berkeley study.

***457. Massachusetts Commission Against Discrimination Program on Action and Research,** *Bernice L. Ravin, Research Director, MCAD, 41 Tremont Street, Boston, Massachusetts.*

"The year since the Research Division was established has been devoted partly to determining the long-range directions for a research program, and partly to implementing those aspects of the program which seemed most urgent, or feasible, considering the Commission's limited personnel and financial resources.

By December, 1965, the tentative outlines for a research program with two functions—internal and external—had been sketched in; some pilot approaches and studies had been completed and others had been readied for application; and an experimental organizational framework within which the programs could operate was in low gear, with hopes of picking up speed in 1965.

Very roughly, the *internal* program projected included study of case procedures, hopefully by means of a case coding system, and at least one communications study to determine the degree of public awareness of Massachusetts' anti-discrimination laws and the nature of public attitudes towards the Commission.

The *external* program would emphasize minority group employment patterns, documentation of which is virtually non-existent in Massachusetts, evaluation of the burgeoning equal employment opportunity programs within industry, and stimulating other government agencies to adopt new anti-discrimination policies or expand existing ones. Hopefully, too, with additional assistance, MCAD could provide a co-ordinating service for scholars and agencies to advise on administrative matters in research, provide statistical documentation and bibliographies, and stimulate new research designed to fill continuing research gaps."

The current research program includes the following studies: (1) Initial Employment Experiences of Boston Vocational School Graduates; (2) MCAD: The Communications Problem; (3) Equal Employment Policy Procedures of Government Agencies Contracting Private Companies; (4) Evaluation of Freedom House Job Opportunity Day: December 15, 1965; (5) MCAD Housing Case Follow-up Procedure; (6) Coding System for MCAD Cases; (7) A Research Coordinating Service.

***458. The Germans of Rourkela,** *J. Bodo Sperling, Institut fur Politische Wissenchaft, Technische Hochschule Aachen, Aachen, West Germany.*

This is a study of problems of intergroup relationships between a large German community (1,500 technicians and families, engaged in erection of Rourkela steel plant) and the Indian community at Rourkela (Orissa), India.

INDEX*

INDEX *

A

Adler, Chaim 109, 110, 111, 122, 193
Ahmann, Matthew 387
Alabama Council on Human Relations 222
Alers-Montalvo, Manuel 18
Alexander, Henry M. 315
Allen, Irving L., Jr. 383
Angel, Frank 426, 435, 436
Antes, John 405
Appleyard, R. T. 252
Ardigo, Achille 19
Arkoff, Abe 328
Aronson, Sidney H. 368
Atlanta Public Schools 362, 363
Aurbach, Herbert 166
Axelrod, Morris 159
Azevedo, Thales de 298

B

Backstrom, Marilyn 1
Bailey, Wilfrid C. 381
Baldinger, Mary Alice 329
Banton, Michael 319
Barbeau, Arthur E. 320
Barbu, Zevedei 233
Barkley, Key L. 2
Barton, John B. 3, 381
Bar-Yosef, R. 194, 258
Bastide, Roger 187
Batshaw, Manuel G. 438
Bayer, A. E. 261
Beechy, Atlee 105
Benzimra, Z. 121
Bernhard, Berl I. 330
Berry, Margaret 388
Biddle, William W. 389
Bigman, Stanley K. 146
Billingsley, Patricia 20
Bissell, Hillary 273
Blackford, S. D. 331
Blue, John T., Jr. 134
Blumberg, Paul 332
Blumrosen, Alfred W. 333
Board of Education, Buffalo, New York 422
Boek, Jean K. 281
Boek, Walter E. 406
Bogue, Grant 212, 223, 334
Borrie, W. D. 266
Bowerman, Charles E. 311
Bowers, John W. 68, 69, 70
Bradshaw, Barbara 237
Brawley, Johanna 81
Brazeau, Jacques 259
Brentjes, Burchard 451
Brigham, Jack 82
Brown, La Rue 83
Brown, Paula 202
Browning, Harley L. 112
Buchmueller, A. D. 390

C

Cahn, Judah 424
Cahnman, Werner J. 4
Cain, Leonard D. Jr. 213, 238
Campbell, Alan K. 135
Canaday, Ben 214, 253, 254, 267, 282
Card, B. Y. 113, 391
Carmichael, Carl W. 71, 73
Catalano, Thelma 359
Catlin, George 392
Center for the Behavioral Sciences, George Washington Univ. 215
Chaiklin, Harris 136
Challand, Helen 421
Chatterjee, Bishwa B. 188
Chattopadhay, K. 189
Chesler, Mark 375
Clark, Donald H. 169
Clark, Kenneth 411, 424
Clifford, Edward 83, 84, 85
Coburn, Frances E. 239
Cohen, E. 193, 195

*The numbers refer to projects, not to pages.

Cohen, Irving S. 430, 431
Cohen, Melvin 5
Coles, Robert 283
Compton, LaNell 393
Cook, Stuart W. 81, 82, 83, 84, 85, 90, 91, 92, 93, 94, 96
Cooperman, David 407
Cordasco, Frank M. 364
Costin, Frank 394
Cousens, Frances R. 260
Cronkhite, Gary 72, 73

D

Damle, Yeshwant B. 452
Danckwortt, Dieter 316, 318
Davis, E. E. 53
Davison, W. Phillips 228
Day, L. H. 160
DeCecco, John 408
Dentler, Robert A. 284, 424
Desroche, Henri 425
DeWitt, Robert Lee 299
Dias, A. Jorge 201
DiTella, Torguata S. 285
Dobyns, Henry F. 57, 229
Dodd, John M. 21
Dodd, Stuart C. 58
Dofny, Jacques 259
Drewett, Reverend John 392
Duker, Abraham G. 224

E

Ehrlich, Howard J. 86, 87, 309
Eisenstadt, S. N. 195
Elster, Mme. 187
Engelmann, Hugo O. 380
K221—Empire (74)
Ericson, Mary Alice 322
Erickson, Eugene C. 303
Ertel, Suitbert 88
Erwin, R. N. 203
Esche, H. 317

F

Feagin, Joseph R. 240
Feingold, Eugene N. 242
Fernandez, Florestan 453
Fernea, Robert A. 137
Fest, Thorrel B. 39
Fichter, Joseph H. 321
Fifer, Gordon 169
Figert, Russell 89
Filella, James 22
Fischer, Hardi 211, 268
Fischer, John 424
Fisher, John 409
Fleming, G. James 315
Foa, Uriel G. 196
Fox, Genieve R. 432
Fox, Richard K. 444
Fox, Sherwood D. 262
Friedman, Cyril R. 323
Friedman, Robert S. 315

G

Gail, Anton J. 23, 286
Gans, Herbert J. 216
Garry, Samuel 423
Gast, David K. 167, 168
Gast, Sondra M. 168
Gechter, Heinz A. 59
Germani, Gino 6
Gilson, Miriam 172
Ginsberg, Aniela 454
Gist, Noel P. 230
Gjessing, Gutorm 99, 382
Glick, Lester 106
Golden, Joseph 217
Golden, Lorettta 173
Goldstein, Rhoda L. 335
Gordon, Edmund W. 365
Gordon, Nina Sue 413
Gottlieb, David 60, 147
Gottlieb, Simon 91
Green, James A. 90
Green, Robert Lee 358
Grigg, Charles M. 241
Grimshaw, Allen D. 7
Grohs, Gerhard 175, 208
Guiart, Jean 269
Gurin, Gerald 20

H

Haehn, James O. 138
Haekel, Josef 124
Halkins, Kay 24
Hamilton, Charles V. 315

Han, Wan S. 270
Handelman, Don 114, 130
Handler, June Moss 40
Hanson, Robert C. 218
Hapgood, David 315
Hara, Kazuo 25, 61
Harris, Albert J. 414, 446
Harris, Norbert 238
Harris, Robert J. 242
Hawkins, Norman G. 26
Heek, F. van 360
Hek, Herrington 125
Helle, Horst T. 243
Helling, R. A. 181, 271
Henderson, Vivian W. 225
Henry, F. 182
Henry, Frances 130
Henry, George I. 139
Herman, Simon N. 8, 27, 28
Herrenkohl, Roy 92
Hess, Robert D. 140, 263, 447
Heyde, Peter 272
Hibbs, William Houghton 439
Holloway, Robert G. 148
Holtzman, Wayne H. 74
Honig-Parness, T. 121
Horowitz, Irving L. 161
Howsden, Arley 409
Hughes, John E. 255
Hunter College 415, 416, 437
Hutchinson, E. P. 115
Hyman, Jacob D. 336

I

Ikawa, Fumiko 116
Inter-Church Race Relations Committee of the Redding Council of Churches 141
Irish, Donald P. 311

J

Jackson, J. David 366
Jackson, W. Carl 455
Jacobsen, Walter 29
Jaspen, Mervyn 210
Jaynes, Barry S. 337
Jones, F. L. 126, 127
Jones, Ingeborg 445
Jones, Robert Cuba 445
Jong, P. E. Josselin de 62

K

Kakkar, S. B. 231
Kaplan, John 287
Karpas, Melvin Donald 410
Karrenberg, Dr. 272
Katz, Daniel 20
Kawakita, Jiro 197, 234, 235
Keiter, Prof. 41
Killian, Lewis M. 241
King, Morton B., Jr. 42, 219
Klebaner, Ruth Perlman 433
Klein, Malcolm W. 371, 372
Kobben, A. J. F. 261
Koenig, Frederick W. 42
Kolack, Shirley 43
Krystall, Eric Robert 107, 149, 312
Kurland, Norman D. 427

L

Lanham, Leonard W. 428, 442, 443
Laue, James H. 220
Lebeaux, Charles N. 244, 245, 246, 247
Lee, Alfred McClung 128
Lefringhaniser, Klans 272
Lentz, Theodore F. 164
Lesser, Gerald S. 169, 274
Letson, John W. 434
Lewis, David T. 150
Lieb, Tom 151, 321
Lieberson, Stanley 177, 183, 383
Lindstrom, Frederick B. 338
Linton, Marlene 184
Lippitt, Ronald 30
Lipset, S. M. 378
Lissak, M. 121
Litt, Edgar 313
Lockard, Duane 339
Loffler, Lorenz G. 300
Lopez, Rogelio 129
Lovell, Ira E. 417, 429
Lukoff, Irving F. 63, 64

M

Maceda, Marcelino 129, 152, 153
Mackler, Bernard 359
Madge, John 185
Main, Earl D. 248, 304, 305, 448
Maliver, Bruce L. 9

Mar, Conrad Foo 373
Margolis, Marshall 184
Masterton, George 206
Mauss, Armand L. 456
Mayer, John 117
McDowell, Sophia Fagin 31
McLean, W. M. 418
McLemore, S. Dale 112
McPhee, William 218
Meredith, Gerald M. 328
Miller, D. Paul 264
Milliken, Robert L. 75
Milner, Mary A. 419
Milos, Frank F. 44, 65
Mitchell, James Clyde 176
Mol, J. J. 384
Morland, J. Kenneth 288
Morse, William 289
Moyer, Donald 394
Mueller, Paul F. C. 238
Mukherjee, Ramkrishna 190
Muma, John 10, 45
Muranaka, Reynold T. 221
Murray, Pauli 340
Muse, Benjamin 341, 342

N

Nadler, Eugene B. 66
Namba, Monkichi 198
Newell, W. H. 199
Newmark, Norma L. 423
Nies, Richard A. 156
Nimbark, Ashakant 11

O

Ogilvio, B. C. 142
Ohio Civil Rights Commission 290, 291
Osborne, William A. 301

P

Palisi, Bartolomeo 343
Palmore, Erdman 249
Parish, May 100, 101
Peelle, Elizabeth Brown 46
Peres, Y. 8, 27, 28
Petty, Paul 426, 435, 436
Pinney, Edward L. 315
Plotkin, Lawrence 411
Polkoff, Sally E. 274
Pope, Hallowell 311
Poser, Ernest G. 306
Potter, Robert 218
Potts, Alfred M. 400, 401, 402, 420
Pozner, Arlyne 102
Prange, Karl L. 165
Price, C. A. 162, 174, 178a,b, 179, 386

R

Rabeonoro, M. 187
Rahmann, Rudolf 152, 153
Rahn, Lloyd N. 395
Raveau, Dr. 187
Ravin, Bernice L. 457
Ray, P. C. 12
Read, William H. 265
Rehfisch, Farnham 209
Reisch, I. 317
Reiss, Ira L. 310
Reuterman, Nicholas 83
Riankuch, Marjorie B. 274
Ricks, David Franc 76
Rinehart, James W. 86
Ritchie, James E. 13
Ritchie, Jane 204
Rivers, Marie D. 250
Robbins, Richard 163, 275, 344
Roberts, Ronald E. 376
Robinson, Ira E. 381
Rogerson, Howard W. 226, 292, 345, 346
Rose. Arnold M. 293
Rose, Peter I. 32, 47, 157, 227, 385
Rosenfeld, H. 118
Rosenthal, Kristine M. 274
Ross, Aileen D. 33, 236
Rowland, Monroe 367
Royer, Donald M. 251
Rubenstein, Dan 403
Rubin, Morton 34
Rucker, W. Ray 421
Rule, Brendan Gail 48

S

Salisbury, Richard F. 130
Saltman, Juliet 103

Sandelius, Stanley Earl 294
Sarino, Samele Acquaviva 302
Saxe, Allan A. 276
Schaffer, Albert 35
Schaffer, Ruth C. 35
Schild, E. O. 8, 27, 28
Schiltz, Michael 248
Schmuck, Richard 375
Schonbach, Peter 14
Schrader, Achim 170
Schrader, Birgit 170
Schwartz, Herman 336
Seeman, Melvin 67
Selltiz, Claire 93, 94, 411
Selznick, Gertrude 36, 77, 78, 377
Serwer, Blanche L. 412
Shaffer, Jack A. 104
Shapiro, Harry H. 347
Shelley, Joseph 440
Sherman, Susan Roth 97
Sherwood, Clarence C. 368
Simmons, Ozzie G. 218
Sigel, Roberta S. 158, 324
Sigurdson, Herbert R. 404
Simon, Walter B. 49
Sinnott, Margaret 348
Siverts, Henning 200
Skorpen, Erling R. 396
Slater, Howard 325, 326, 349, 350
Smith, Bulkeley Jr. 95, 186, 351
Smith, Charles U. 143
Social Dynamics Research Institute 352, 369
Southern Regional Council 353
Spector, Aaron J. 354
Sperling, J. Bodo 317, 458
Spinrad, William 355, 379
Stahl, Diana 15
Star, Shirley A. 98
Starr, Bernard D. 50
Stember, Charles H. 37
Stein, David 51
Steinmetz, Harry C. 356
Stewart, Lawrence H. 154
Stoff, Sheldon 295
Stone, David 205
Stone, Joan 205
Storm, Thomas 119, 131, 132, 133
Strang, Harold 21
Sullivan, Edwin V. 397
Swanson, Bert E. 277, 314
Swanstrom, Ruth 409
Sydiaha, Daniel 120

T

Taft, Ronald 38
Tajfel, Henri 52
Tamarin, Georges R. 16
Tannenbaum, Ted 256, 257
Thompson, Richard H. T. 108, 155, 207, 307
Thompson, Wendell L. 79
Tillett, Paul 315, 357
Tompkins, Pauline 398
Torrey, Jane W. 144
Triandis, Harry C. 53
Troischt, Richard 56
Tutko, T. A. 142
Tyler, Elizabeth 162
Tysen, Frank J. 191

V

Vanecko, James J. 54
Vanfossen, Beth E. 278
van Heek, F. 360
Vaughan, Graham M. 17, 55
Veidemanis, Juris 232
Venkatarayappa, K. N. 192
Verstraelen, Eugene 152
Vervoort, C. E. 360
Vines, Kenneth N. 315
Vohs, John 80

W

Wanderer, Jules J. 218
Watson, Walter B. 145
Weinberg, Meyer 296
Weinryb, Bernard D. 171
Weintraub, D. 121
Wenkert, Robert 361
White, Robert M. 327
Whyte, Maida 442
Wiehl, H. 121
Wiggins, Samuel Paul 279
Wilkerson, Doxey A. 365
Williams, Robin M. Jr. 56, 449, 450
Willie, Charles V. 370
Wilson, Alan 361
Wilson, Lillian 162

Wilson, Robert L. 308
Wolf, Eleanor P. 244, 245, 246, 247
Wolff, Max 280
Wolfgang, Marvin E. 374
Woodmansee, John 96
Woronoff, Israel 399
Wright, William E. 315
Wrightstone, J. Wayne 297

Z

Zeitz, Leonard 333
Zimmerman, Ben 441
Zubryzcki, J. 178b, 180, 386